

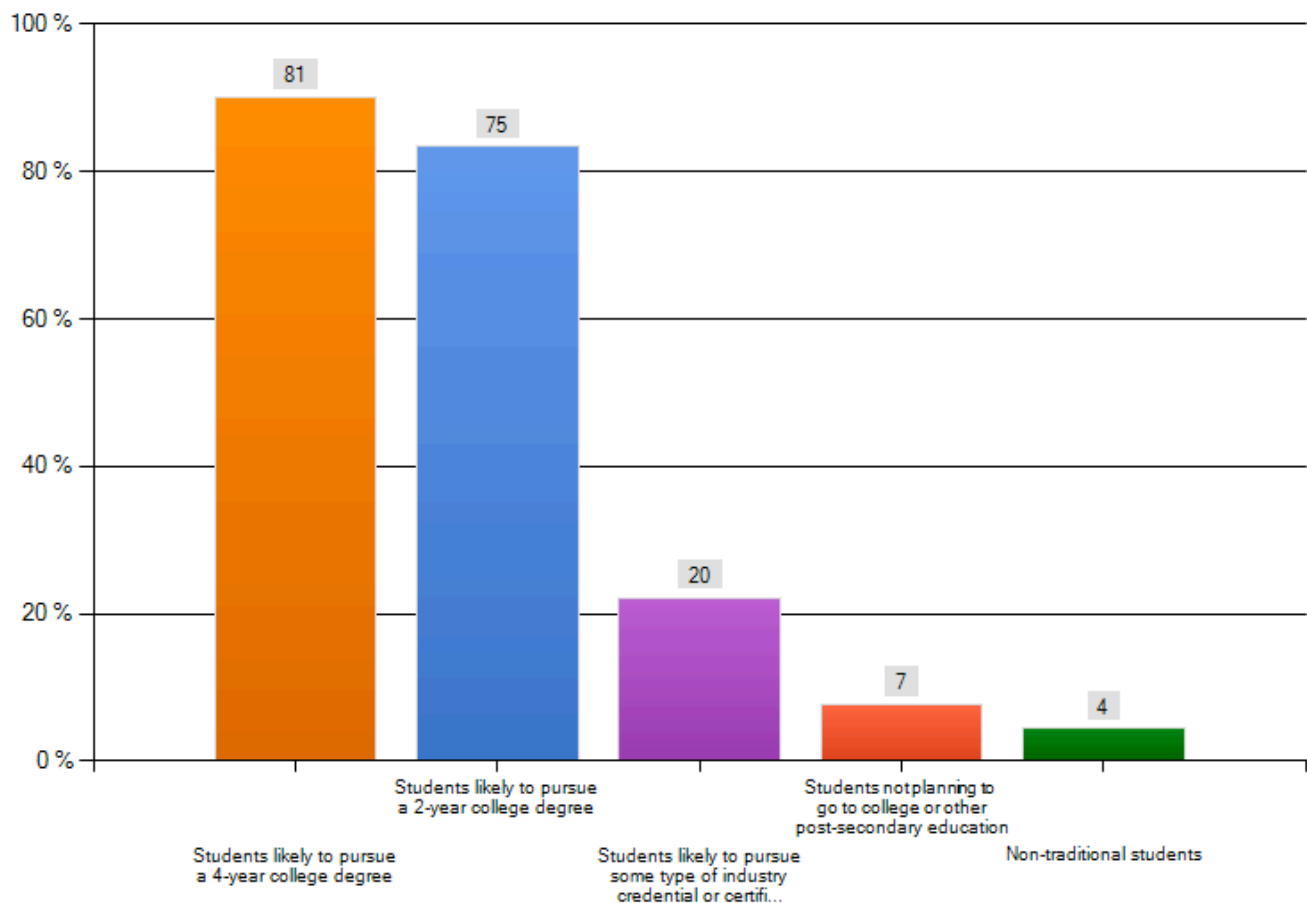
Early Post Secondary Education Opportunities Survey Results Summary Presented to the Governor's Task Force Friday, November 18, 2011

1. Who is filling out this survey?

Data based on 104 responses.

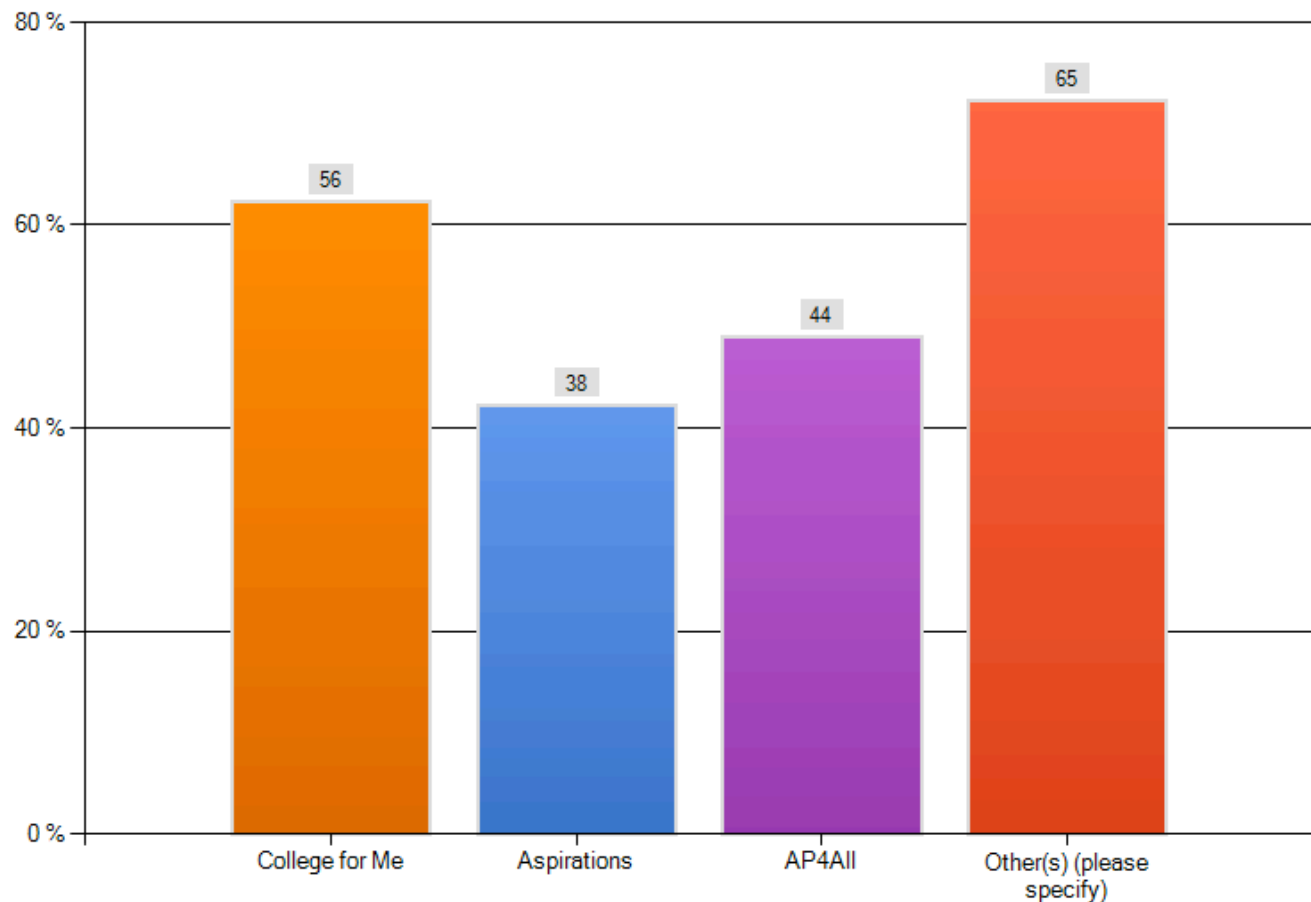
2.

Typically, what type of student participates in early college programs at your school?
(Select all that apply)



3.

Which of the following early post-secondary education opportunities are offered through your high school? (Select all that apply)

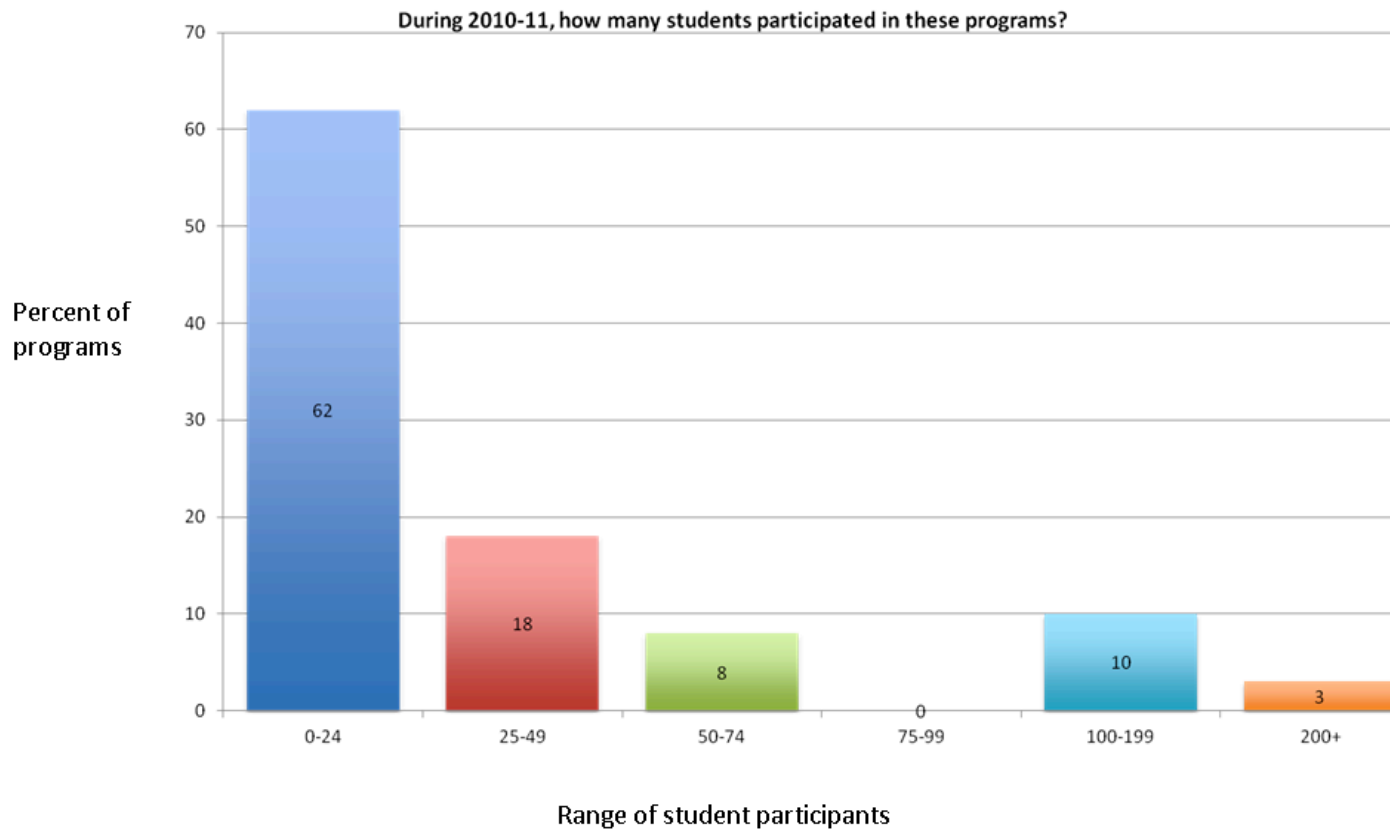


Other (top entries):

- CTE articulation agreements (10)
- Dual Enrollment Opportunities 1(14)
- Academ-E (22)
- AP courses (6)

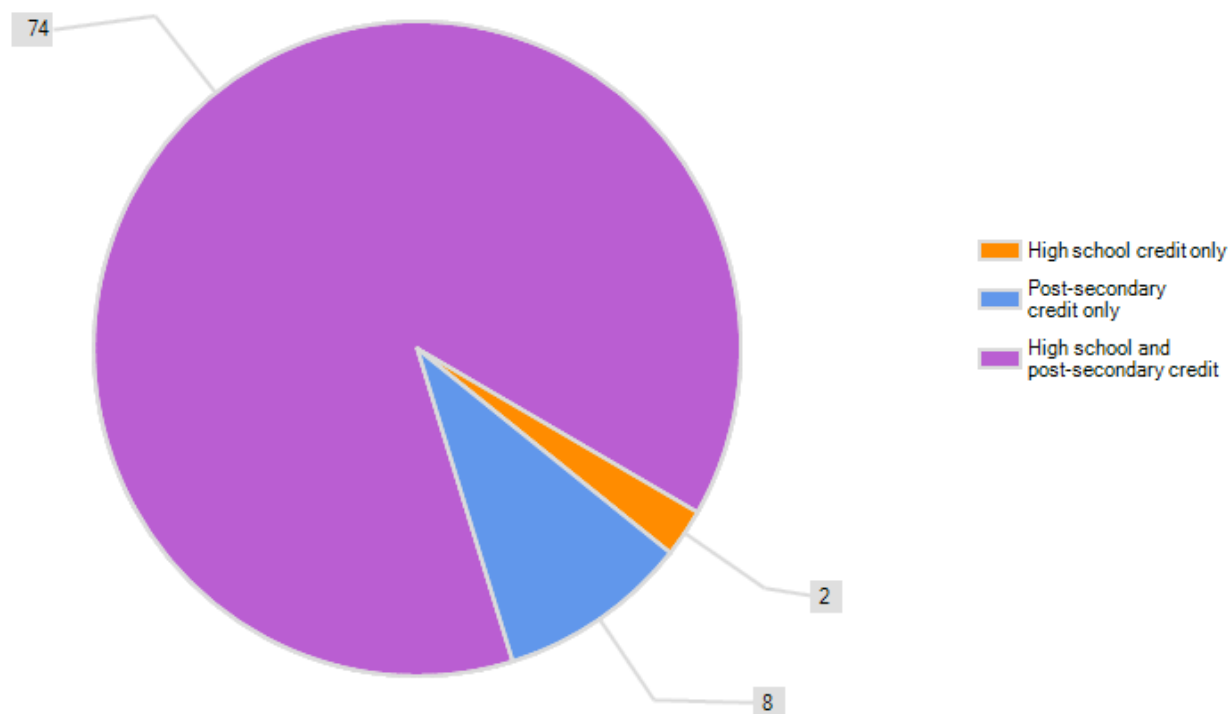
See Appendix A for all "Other" responses

4.



5.

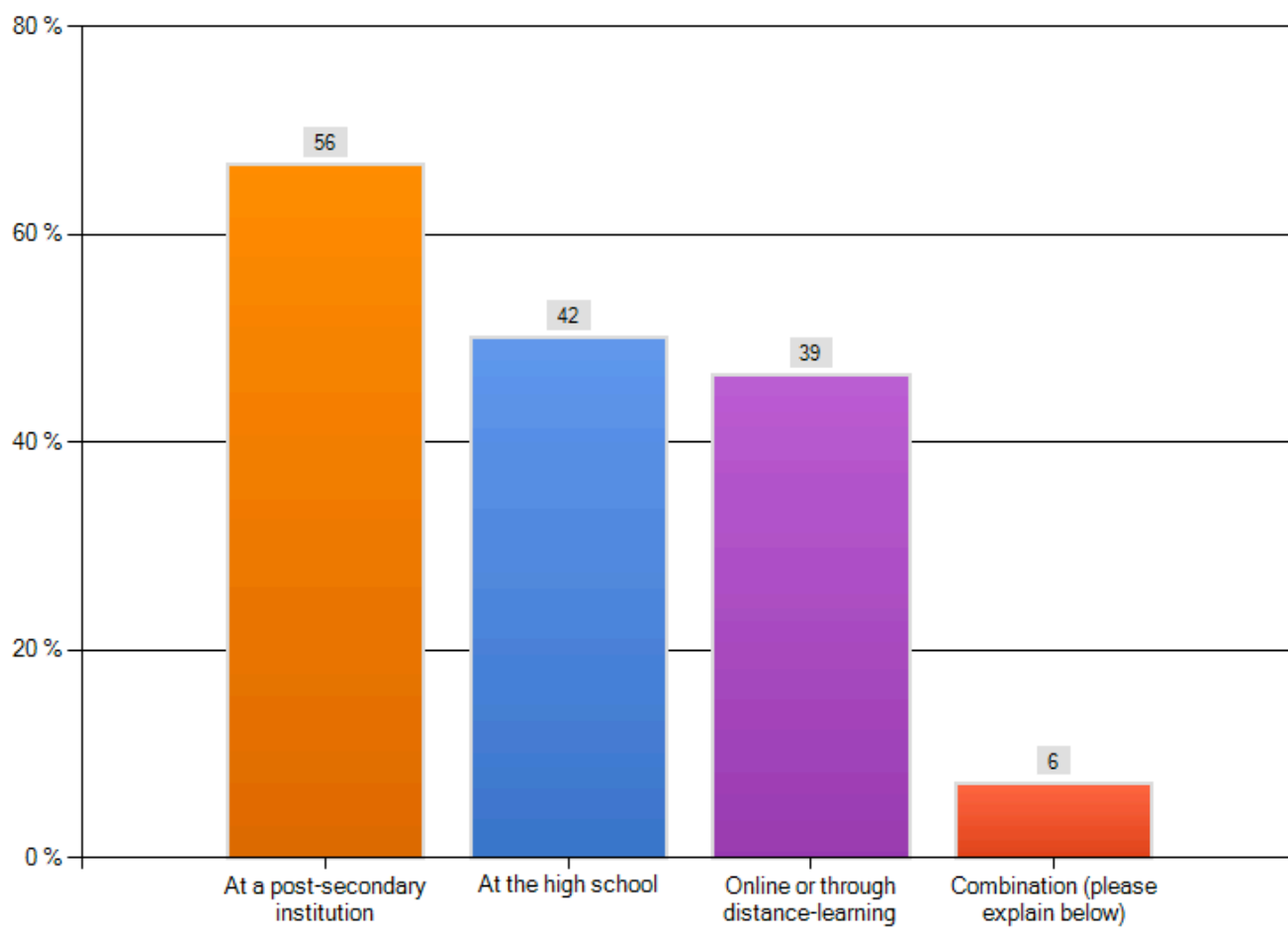
For this program, where did these students receive credit?



See Appendix A for comments

6.

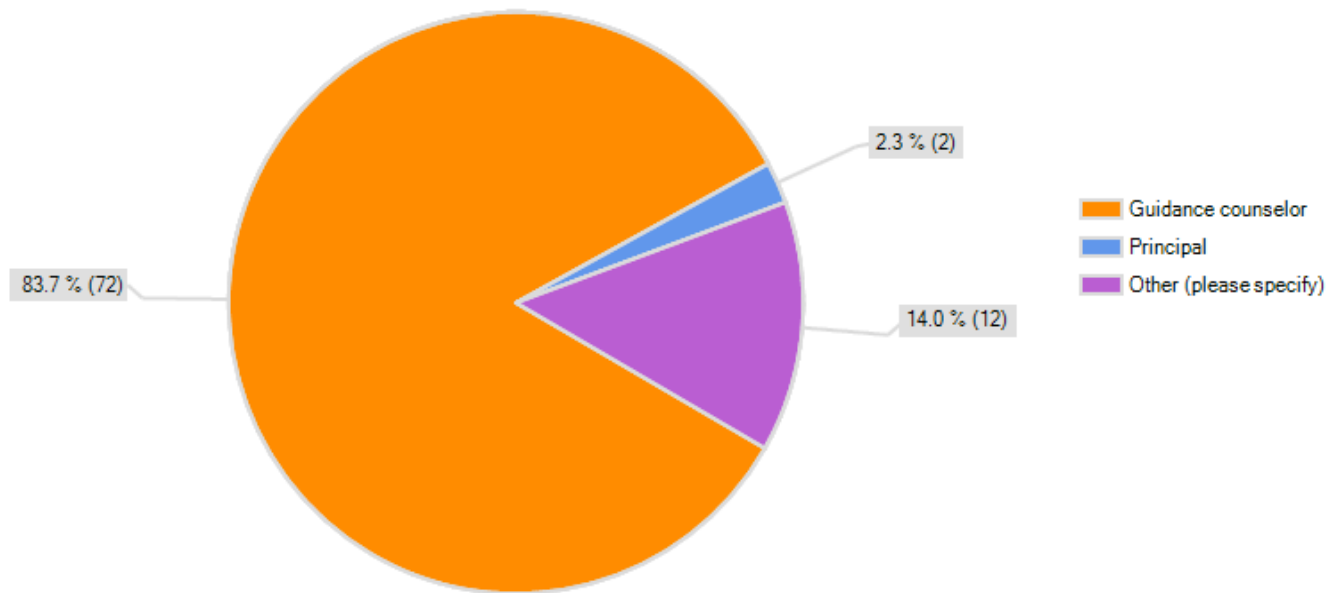
For this program, where were the courses taught? (Select all that apply)



See Appendix A for comments

7.

Who at your high school coordinates early post-secondary education opportunities?



See Appendix A for other

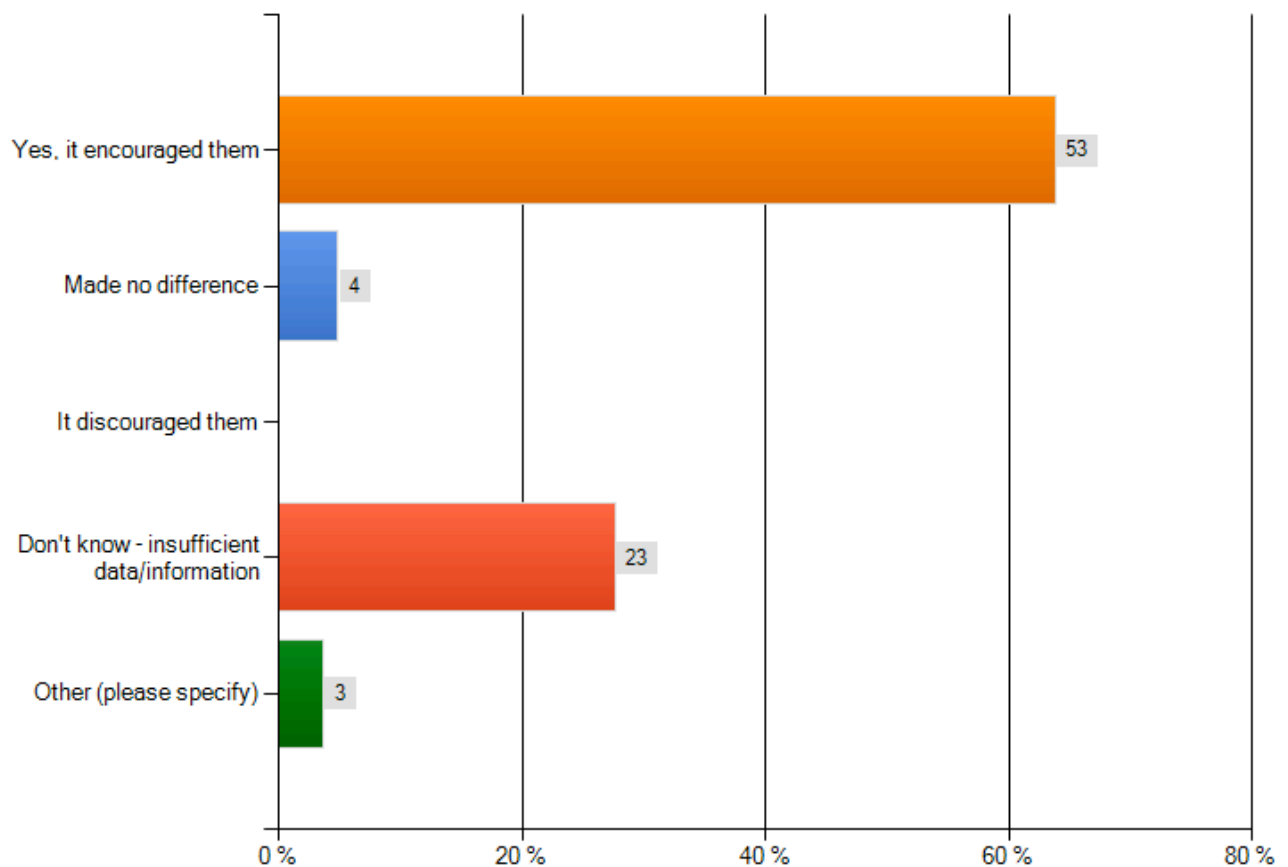
8. Please name the post-secondary institution or institutions participating in programs with your school.

- Bates College (4)
- Beal College (1)
- Bowdoin College (5)
- Central Maine Community College (20)
- Colby College (10)
- College of the Atlantic (2)
- Eastern Maine Community College (19)
- Hancock County Higher Education Center
- Husson University (7)
- Kaplan University (2)
- Kennebec Valley Community College (17)
- Lincoln Technical Institute (2)
- Maine Community College System (8)
- Maine Maritime Academy.
- New England School of Communication (3)
- Northern Maine Community College (12)
- PHEC
- Southern Maine Community College (16)
- Southern New Hampshire University

- St. Joseph's College (2)
- Thomas College (9)
- Unity College (2)
- Universal Technical Institute
- University of Maine (34)
- University of Maine at Augusta (16)
- University of Maine at Ft. Kent (3)
- University of Maine at Machias (6)
- University of Maine System (3)
- University of ME at Presque Isle (7)
- University of New England (3)
- University of Northwestern Ohio (2)
- University of Southern Maine - Lewiston
- Auburn College (2)
- University of Southern Maine (7)
- Washington County Community College (8)
- York County Community College (7)

9.

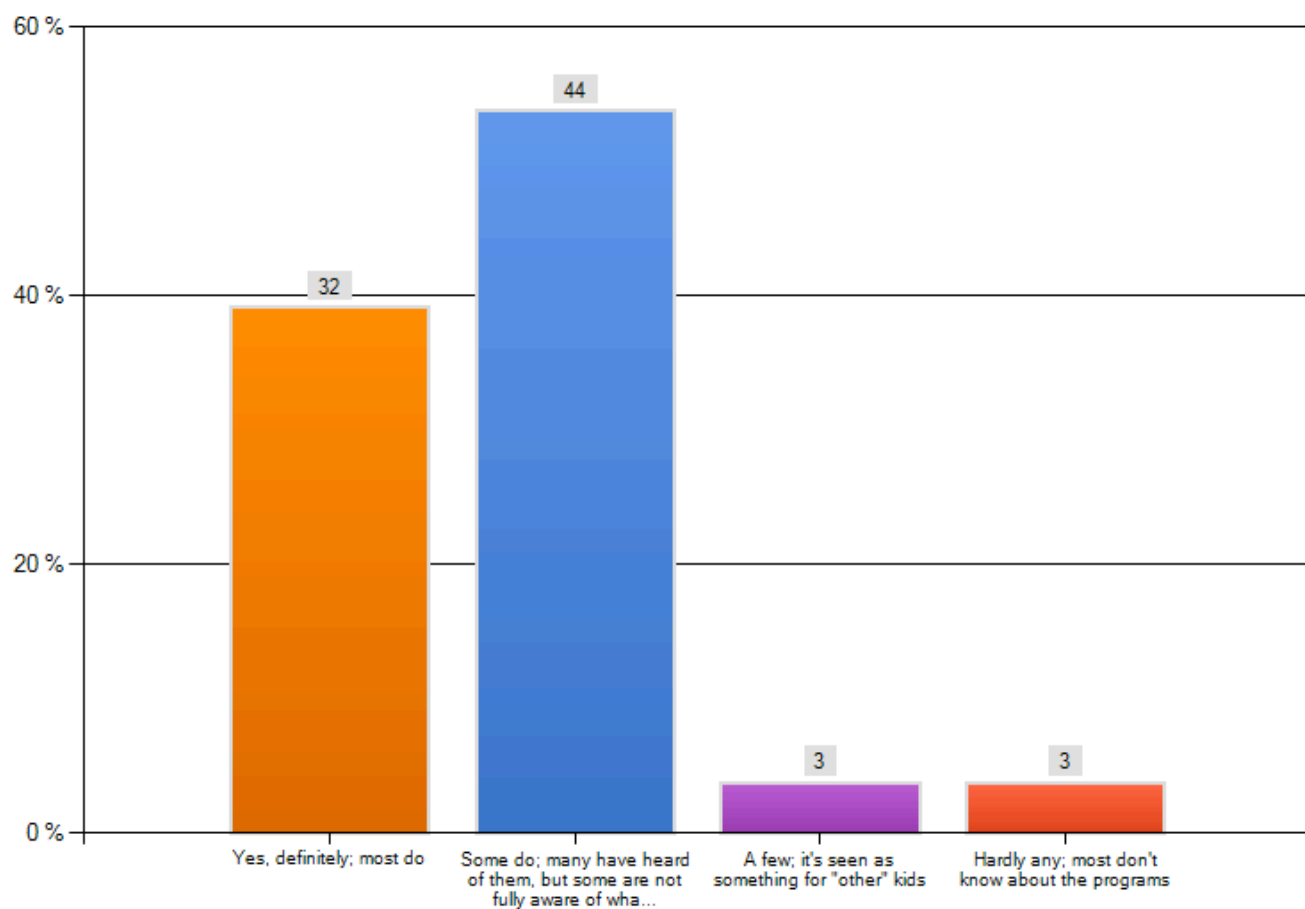
Do you have information - data or anecdotal - that shows taking early post-secondary courses has encouraged your students to pursue a post-secondary education they might not have otherwise pursued?



See Appendix A for additional comments

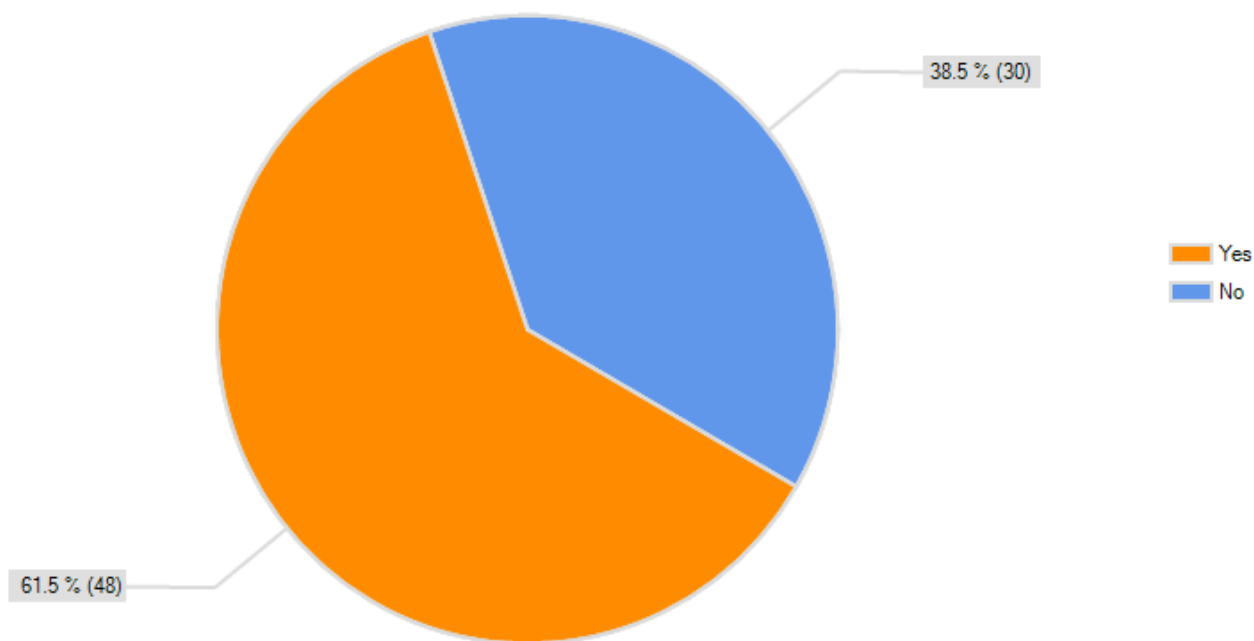
10.

Do you think most students see the post-secondary offerings at/through your school as an option they should consider?



11.

Does the high school provide additional supports/assistance for students taking early post-secondary courses?



See Appendix A for “other”

12. Please describe in what ways your school promotes early post-secondary education opportunities to your students. Provide as much detail as you can: who is involved in promoting; what tools are used; which students are encouraged to participate; etc.

We received responses from nearly all those who completed the survey and the responses varied widely. They largely fell into two categories:

School-wide promotion

- Info on bulletin boards
- Flyers delivered to juniors and seniors
- Email to students and parents
- Online notice
- School announcements
- Visits by college representatives

- Guidance counselor in homeroom visits at start of year
- Daily bulletin, student handbook

Teacher/guidance/faculty interaction with individual students

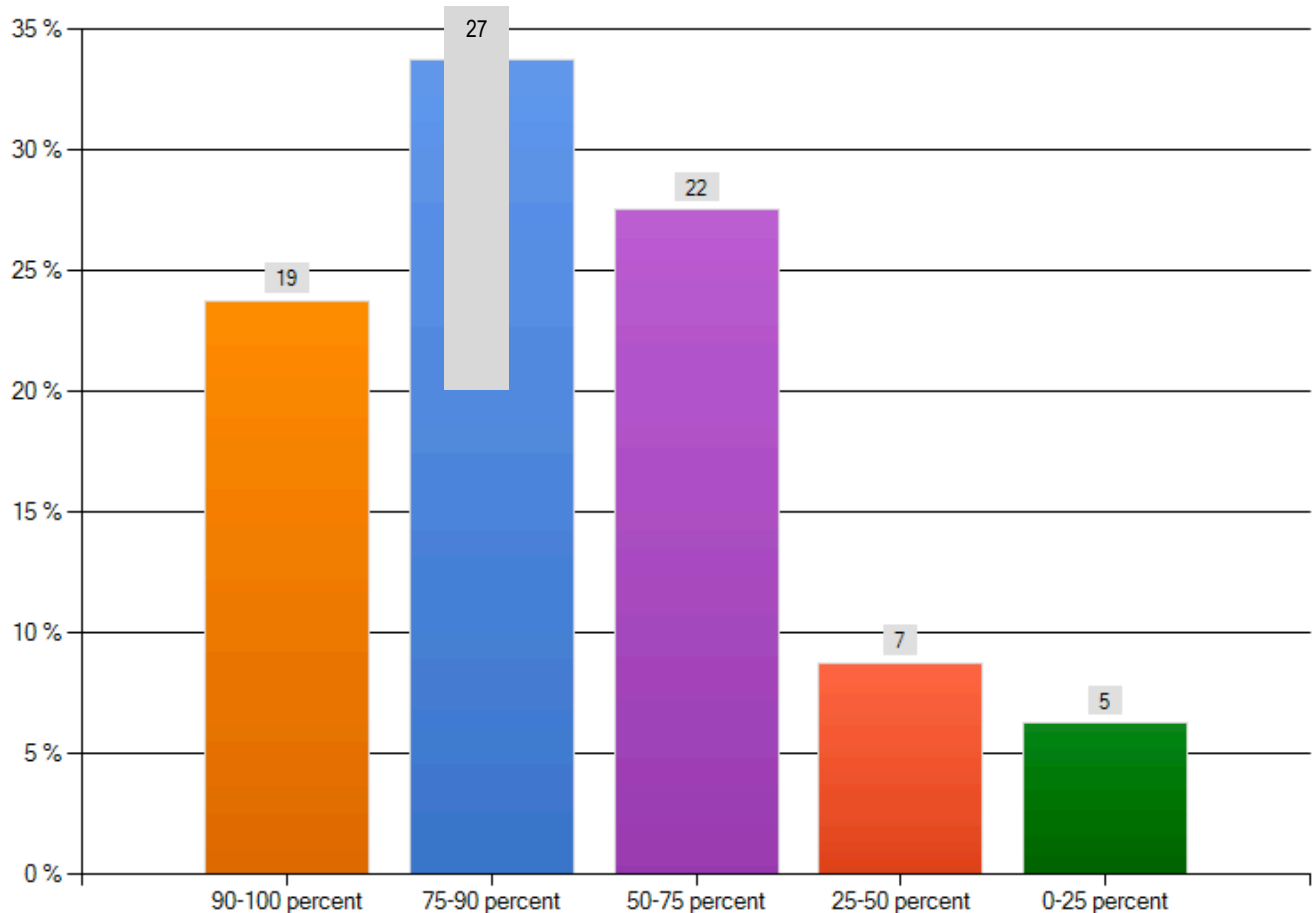
- Individual student recruitment/recommendation by teachers and/or guidance counselors
- Postcards to eligible students (based on Accuplacer, grades, or other)
- Discussion with individual students during course registration
- “We post to teachers so they can also promote this”

Within each category, the level of activity is hard to gauge, but seems to vary from more passive (targeted at students who would seem most likely to want to be involved/most likely to benefit) to more active promotion (school-wide, making all students aware).

See Appendix A for all comments

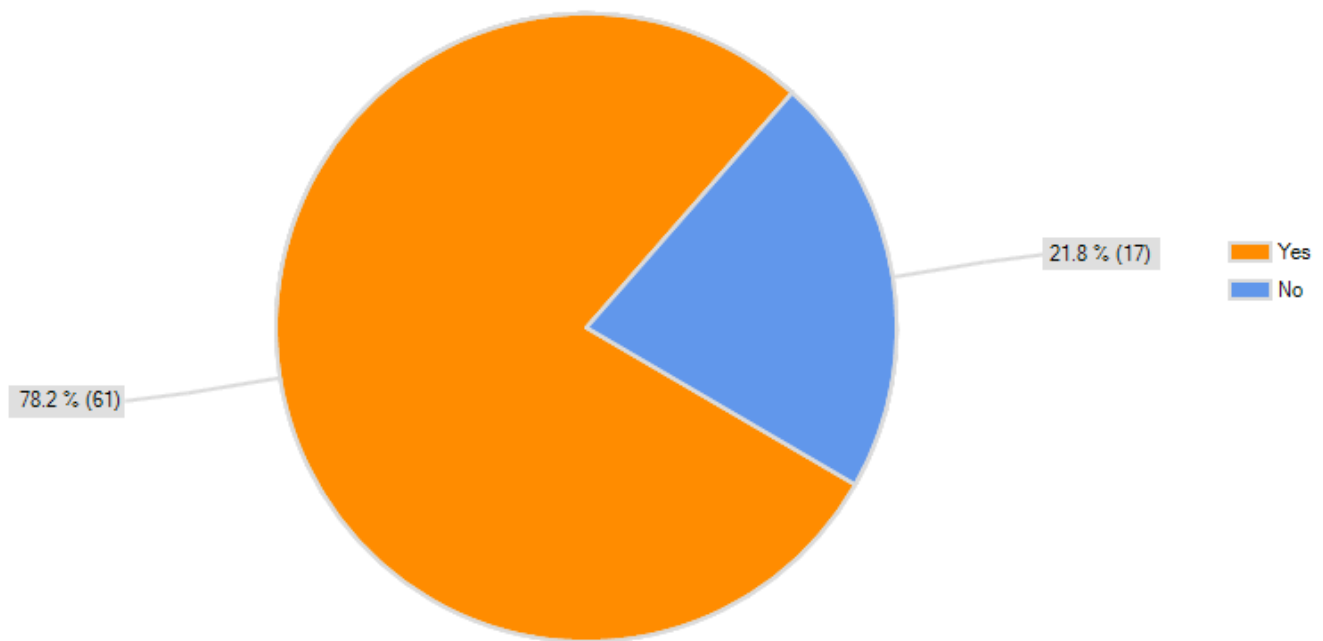
13.

What percentage of students at your school would you say are aware of the post-secondary opportunities available to them?



14.

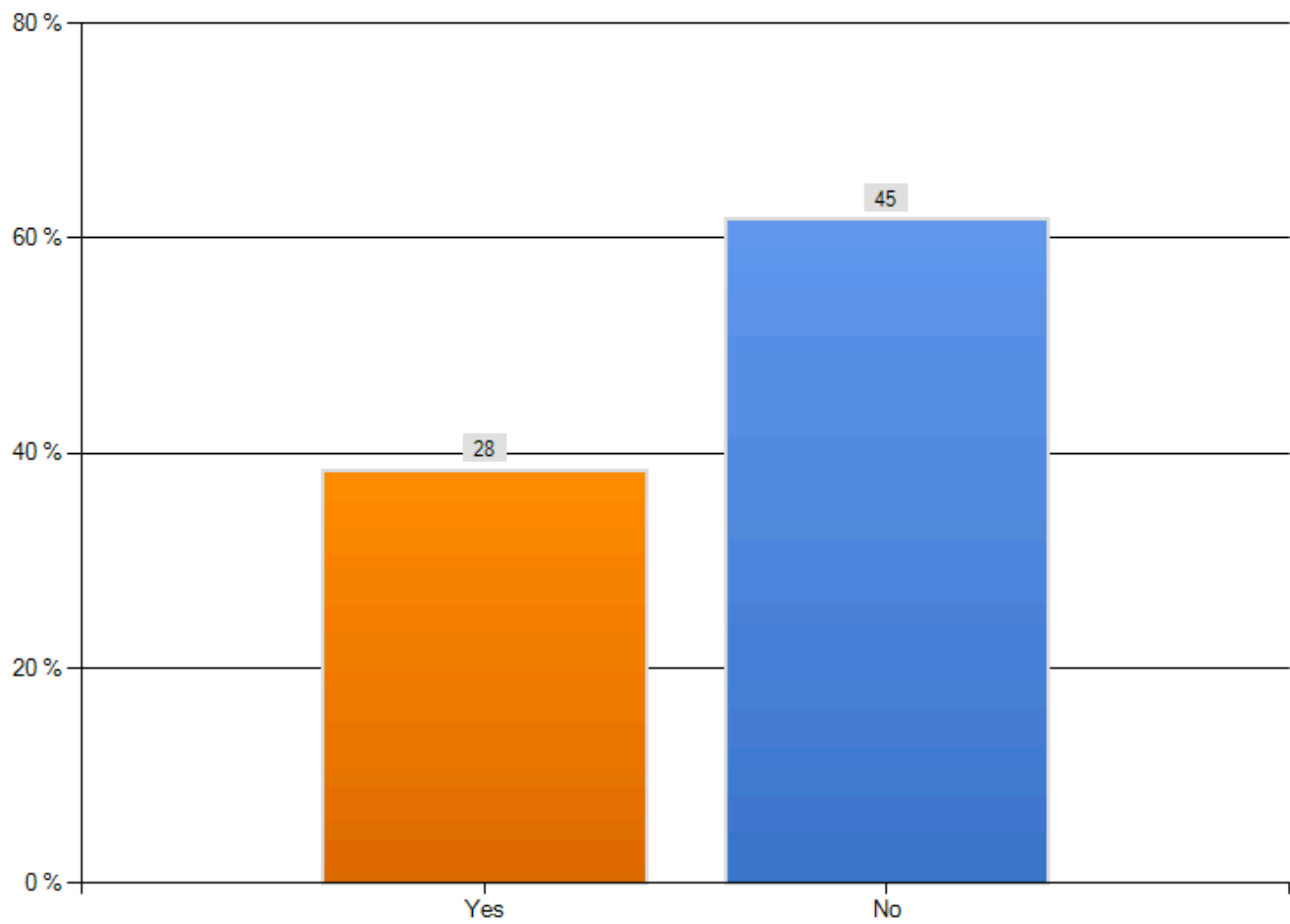
Does the high school review and approve early college courses a student is allowed to take?



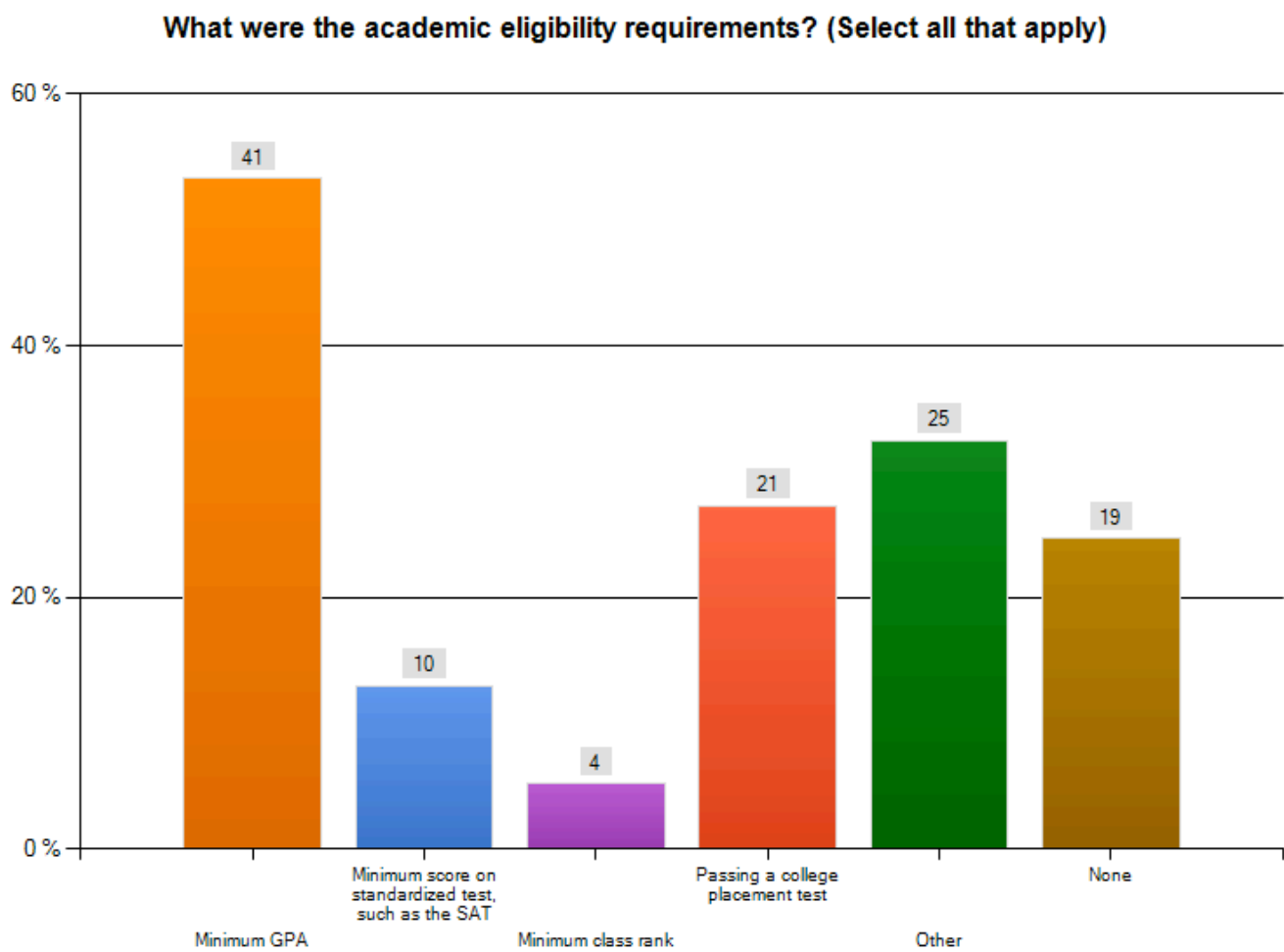
See Appendix A for additional comments

15.

If so, is alignment with the standards and/or curriculum a part of that review?



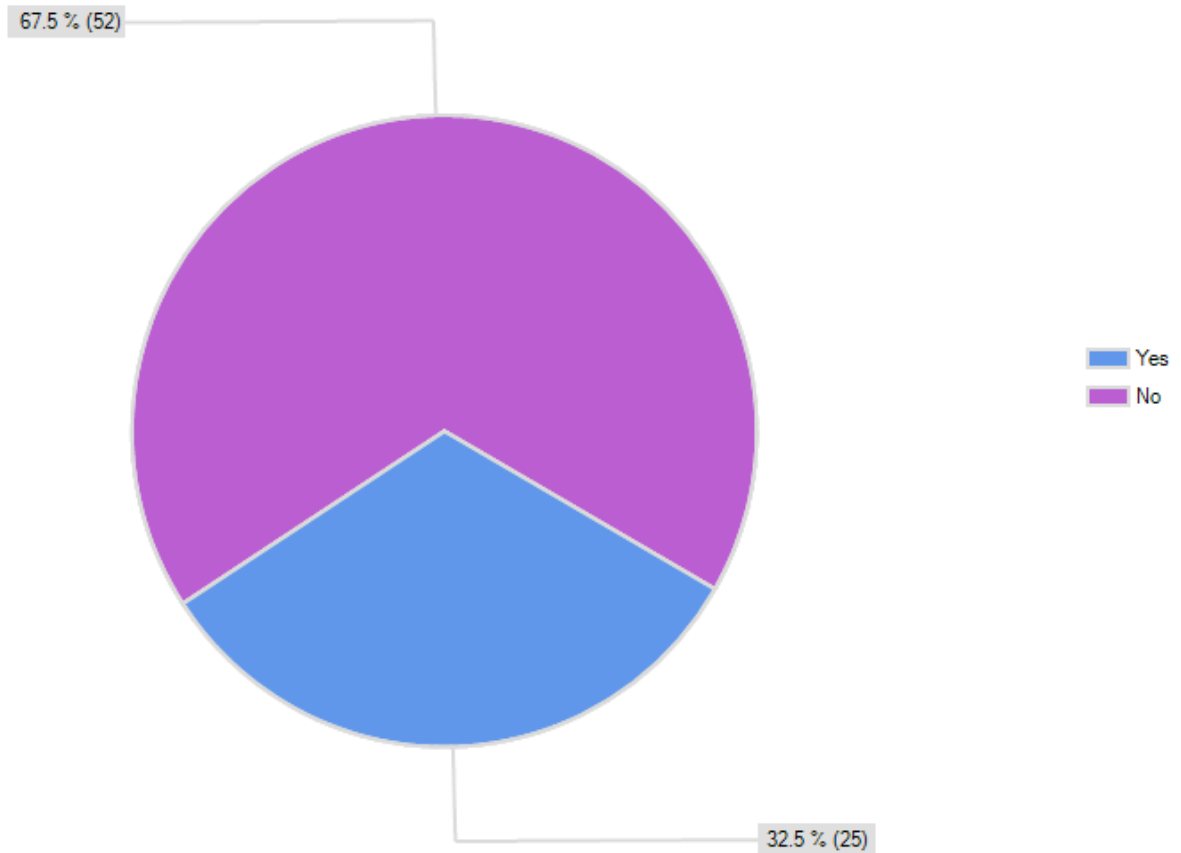
16.



See Appendix A for comments

17.

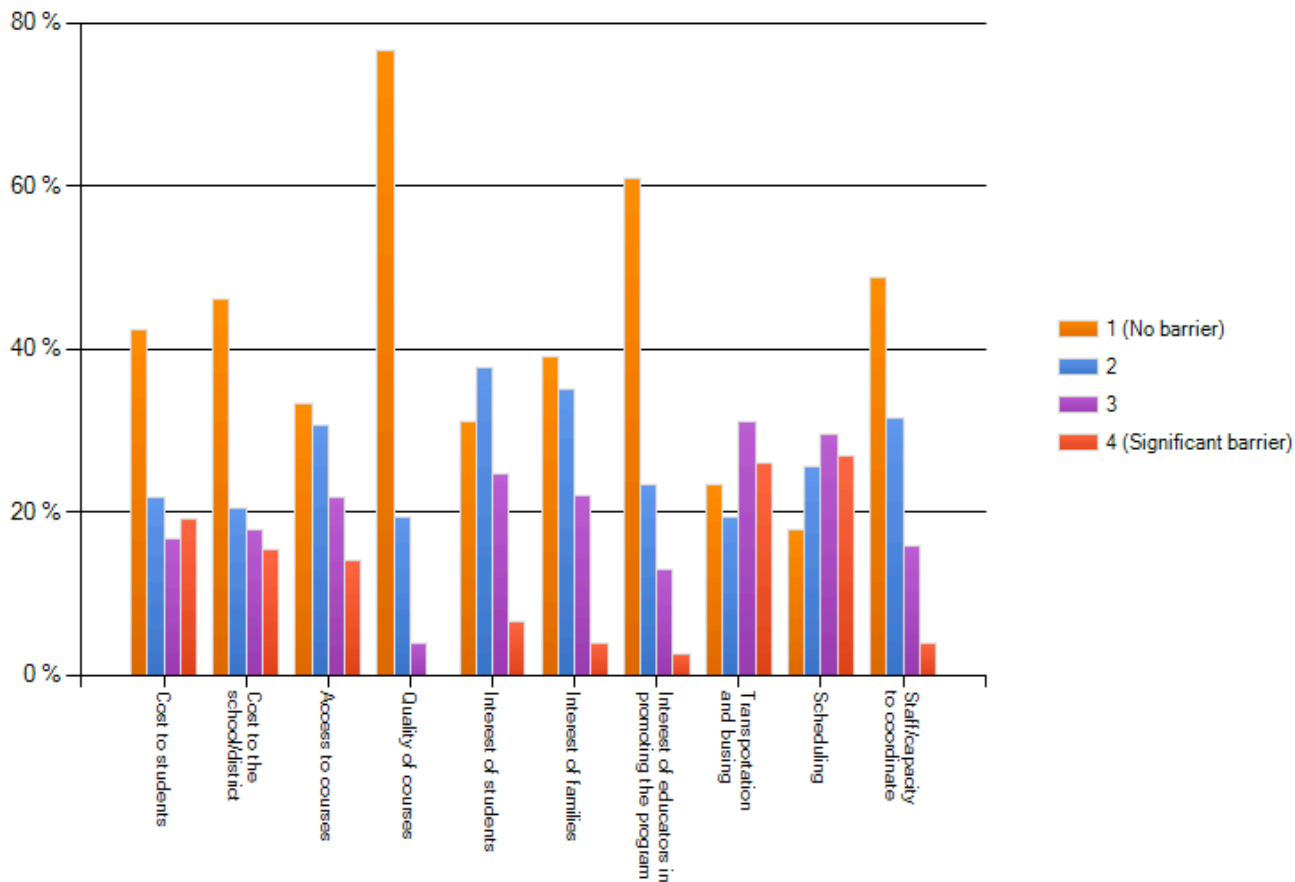
Does the high school have policies in place governing participation in early college, e.g., maximum number of courses, etc.?



See Appendix A for comments ("If yes, please describe")

18.

How much of a barrier does each of the following present to increasing enrollments at your school in early post-secondary programs? Please rate each from 1 to 4, with 4 representing the greatest barrier.



See Appendix A for comments

19. Please describe these or additional barriers you see to more students participating in post-secondary education opportunities at/through your school.

Many respondents used this area to expand on the answers in Question 18 above. Many focused on cost and transportation as barriers. A few spoke of “school culture” and of “barriers between CTE and high schools.” Scheduling was an issue – both because students are very busy in their lives and also because high school graduation requirements/schedules can make it difficult for students to participate.

One respondent noted there are often “extra” costs and burdens to taking a college course, some as simple as getting a college ID. They have to go to the campus in person to get the ID, which means yet another trip to the campus and the costs and time burden that requires.

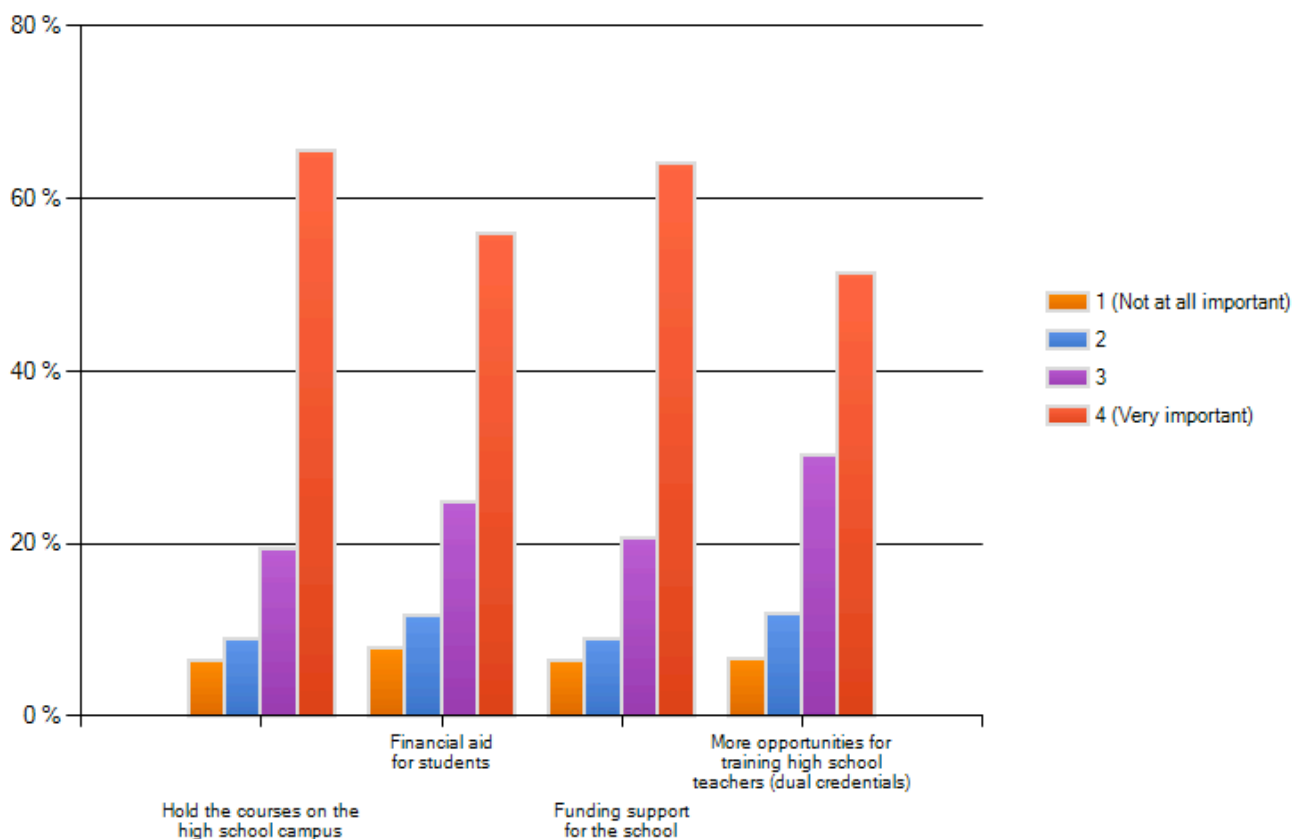
One respondent noted not enough students are successful on the Accuplacer, suggesting more needs to be done to help students succeed on the test in order to get into and succeed in the programs.

Transportation has yet another element – after completing high school, students who might consider going to a post-secondary program may not have realistic options to do so because of the distance.

See Appendix A for all comments

20.

How important would each of the following be in increasing student access to early post-secondary programs at your school? Please rate each from 1 to 4, with 1 representing "not at all important" and 4 representing "very important."



See Appendix A for comments ("Please describe ways to increase participation/remove barriers")

21. What do you see as the strengths of the existing early post-secondary programs at your school or in general?

Again there was considerable completion of this survey question. Responses varied, including:

- Significant number of courses/credits completed
- Proximity of Hancock County Higher Education
- More rigorous year/program for students

- Good relationships with Early College for Me and other programs
- Experience of taking a college course/being on a college campus (many similar responses)
- Strong AP program (several noted this)
- Courses available on the high school campus (several)
- One respondent said the program is for rare situations; the school already prepares students at a high academic level.
- More students signing up every year
- Saves students money

See Appendix A for all the responses

22. What do you see as challenges, or needing improvement?

Responses included many expanding on answers barriers identified elsewhere (transportation, cost, etc.)

Others varied considerably; here are a few:

- Improve tracking to show whether students receive credit when they enter college
- Flexibility of traditional education systems (and instructors) to allow for optional opportunities for students
- College courses on high school campus don't provide a full college experience; same is true with online courses
- Need to be able to offer more courses on the high school campus – access!
- Students not prepared for college level work and workload
- College professors cannot connect with high school students as well as high school teachers, who are aware of development
- Parents don't see value of post-secondary education
- Need more Saturday classes
- Prerequisites, age requirements are barriers

See Appendix A for all responses

23. Please use this space for any additional comments or suggestions or to describe other aspects of your early post-secondary opportunities for high school students.

Some of the responses:

- Need for more skills training (not just liberal arts courses)
- Increased AP classes and training for teachers of those classes
- More unified approach to course offerings and transferability for all colleges in UMS and MCCC systems
- "We would be willing to serve as a pilot school for any type of early post-secondary opportunities for our students."
- Students not thrilled with online courses

Note: Several respondents said we should also include CTE directors. This survey was sent to them, as well as to high school principals and guidance counselors. Responses include at least 12 from CTE centers/regions.

See Appendix A for all responses

Appendix A

Question 3 - Which of the following early postsecondary education opportunities are offered through your high school? (Others, please specify)

- CTE articulation agreements, costs: nothing
- Articulation and Dual Enrollment Opportunities
- AP, Early College
- Articulations agreements
- Dual Enrollments
- "Early College Studies Program" dual enrollment with UMA (kids attend courses on UMA's campus)
- Dual Enrollment with UMA (kids take UMA courses taught by Hall-Dale faculty on Hall-Dale's campus; new for 2011-2012)
- Bates College High School Scholars Program
- Colby College Tuition Remission Program
- Thomas College Tuition Remission Program
- Academ-E (from UMO)
- Dual Enrollments and Articulation Agreements
- Academ-e
- AP courses
- UMA online
- Unity & Colby both offer early college. Application competitive.
- Academ-E
- Dual enrollment with NMCC
- Dual Enrollment with NMCC
- This fall we partnered with Washington County Community College to offer Sociology. This is a dual enrollment program offered to juniors.
- Academ-e from UMO
- Juniors and seniors may take classes at YCCC
- Attend classes at UMM
- Academ-E through the University of Maine
- Dual Enrollment through KVCC (5 current classes)
- Academe
- Tuition waiver programs (Thomas, KVCC, Colby)
- Other AP courses taken online through Stanford University or other national sources
- SMCC
- YCCC
- Saint Joseph's College of Maine
- University of Southern Maine Early Study Program
- Courses through SMCC - "On Course for College"
- Academ-E (University of Maine)
- USM courses - including Early Aspirations
- Advanced Placement courses
- Academ-e, Colby courses
- University of Maine courses
- Academe, YCCC,
- Early College partnered with UMM
- VHS/
- Students as a dual enrollment student at YCCC/UNE
- Credit agreements with USM and certificate agreements with SMCC
- SMCC - On Course for College
- UNE - College Exploratory
- St. Joes - Early Education
- Academe-e
- Early college through Husson University and the Academ-E program through the University of

Maine

- TRIO(Upward Bound)
- In the past we have participated in these. We also offered college classes directly after school via CMCC until they decided to stop. It was a very effective program, in that students could stay after school, take the class and parents could pick up on the way home from work. We offered 4 different courses and would participate again could we find a college that would work with us. We also offer 10 different AP courses with an enrollment of 120
- 4 Dual-Enrollment courses
- Academ-e
- College classes paid for by MELMAC grant
- Early Study SMCC, Bowdoin College
- Virtual High School
- Dual Enrollment at YCCC
- Acad-a-Me
- Dual enrollment, AP.
- Academ-E through UMaine
- AP courses
- Colby Scholars Program
- Dual Enrollment courses
- Thomas College Tuition Waiver
- KVCC Tuition Waiver
- Dual Enrollment CTE/community college
- academic-e
- College of the Atlantic classes
- Auditing Bowdoin College Courses
- Some students take courses at the Bath/Brunswick outreach campus of U/Maine Maine Community College System
- Advanced Standing Academic Program through Husson University
- AP, KVCC Dual Enrollment, Thomas College Dual Enrollment, AcadeME, Tuition Remission
- Bates College
- Central Maine Community College
- Articulation agreements, dual enrollment
- Our CTE Programs are dual enrolled, or offer articulation agreements with community colleges
- Articulation agreement social sciences courses via Eastern Maine Community College
- Challenge ME Grant (FAME)
- AcadeME Orono's on-line classes
- Bowdoin Course Audit
- Academ-e
- various correspondence courses
- College of the Atlantic
- Dual enrollment with some Community Colleges in Maine
- Global Virtual High School
- Dual Enrollment (KVCC and Thomas); Tuition Remission (KVCC, Thomas, Colby, UMA); technical center offers college credits in some classes
- Extensive AP course offerings for students
- Upward Bound
- METS
- Talent Search
- Academ-e
- We have students who enroll in both college courses and vocational programs. We use the credits they earn through these courses towards their total number of credits.
- Kennebec Valley Community College- Tuition Waiver Program and Colby College- Tuition Waiver Program
- Academ-e which is a University of Maine program and we have student who take college classes at Colby College, Thomas College and Kennebec Valley Community College on those campuses. We have a very large dual enrollment program where adjunct professors are also high school teachers so students take the classes at the high school and earn a high school credit along with college credits.
- Dual Enrollment and Tuition Waiver programs

- Academy-e is offered
- Bowdoin Audit, UMO Academe
- Articulation and Dual Enrollment opportunities directly through agreements with the colleges.
- Articulation and Dual enrollment agreements with community colleges
- Dual College Credits - Community College System Accuplacer Testing
- Articulation Agreements and Dual Enrollment Credit with Community and Private Colleges
- CTE articulation agreements, costs: nothing

Question 5 – Where did these students receive credit? (Comment)

All comments, unedited

- We try to get as many students as possible to participate in early college programs. The number listed in 4 is an estimate and there may in fact be more.
- they don't take the place of a required HS class, so they don't take the place of our crediting
- Articulation agreements provide credits if students go to a particular college; dual enrollments provide high school and post-secondary credit regardless of which college students attend
- The students may have been eligible for college credits depending on the institution they chose to attend.
- The student is given a choice as to whether they want to college course on their high school transcript
- For college classes!
- VHS and AP 4All / high school credit only.
- I encourage students to not earn High School credit to increase the chances of colleges accepting it toward requirements.
- They received credit for both.
- We allow students to receive high school credit and college credit. Our policies are pretty open....we follow the college's guidelines. We don't narrow down based on what is offered/available at our high school. This, by the way, should be the model (in my opinion). Some schools restrict which college courses a student can take. For example, if a student wants to take an English class at a college, some high schools will ONLY count it as elective credit, not English credit. In my opinion, this kind of policy is unnecessary and limits which students may take advantage of college opportunities.
- If students participated in a program with an Articulation Agreement, those students earned high school and post-secondary credit, but only used the post-secondary credit if they attended the partnering college. If they participated in dual enrollment (only one of our programs has this option), they earned direct credit both at high school and at SMCC. If they participated in Early College for Me, they earned credit through the college and sometimes through the high school, depending on the high school and whether the union contract would accept the college course in place of English 12, for example...in one of the high schools we receive students from, to my understanding, this became a staffing issue and so getting both college and high school credit for the college course was removed as an option.
- dual enrollment with partner community colleges
- Will receive starting this year
- We did not have any participate
- Some will receive post-secondary credit or standing depending on the college they attend and what score they get on the AP exam.
- School policy prohibits awarding credit for classes that are available at Caribou High School and limits such dual-credit to 4 credits while in high school.
- Online or through distance-learning

Question 6 – Where were the courses taught? (Comments)

All comments, unedited

- We offer some community college classes here. Students can attend an out post of the

University system and we have some dual enrollment options in addition to articulation agreements.

- At Capital Area Technical Center
- some classes have occasional on-campus meetings.
- Online
- An instructor came to the community.
- Bonny Eagle has a 5th Block option
- Students can take online courses through SMCC, USM, and the University of Maine Academ-e program.
- In addition, students can take SMCC courses after school or in the evening at Bonny Eagle.
- Students also can attend courses at USM...either for enrichment or through the Early Aspirations program.
- Academ-e meets once and the rest is online.
- VHS and AP 4 ALL at the high school via online.
- We have some students taking courses at KVCC and Colby
- Others are taking online courses through the University of Maine.
- Taught by instructors who had previous experience teaching at the post- secondary level
- We have two college classes taught at MHS by MHS teachers. One is KVCC's College Composition class, and the other is Thomas College's College Algebra class. In addition, we have a small budget that offsets fees for students to take a course at either Colby, UMaine, Thomas, UMA, or KVCC. In many other high schools, students need to pay for fees. Our (rather small) budget will cover class fees as needed.
- Most at the high school.
- All dual enrollment and articulated coursework was done during the school day at Region 9. Students enrolled in Early College for Me were able to take courses through CMCC at the Region 9 site after school hours.
- We have offered post-secondary classes on site through a local university in the past which was very successful
- at SCTC
- Mid-Maine Technical Center CTE Programs are approved for 22 Dual College Credit Agreements with CMCC, EMCC, KVCC, and NMCC.
- At vocational center

Question 7 – Who at your high school coordinates early post-secondary education opportunities? (Other)

All “other,” unedited

- Student Services Director and Curriculum Coordinator
- Coordinator of Gifted and Talented Services is the Advanced Placement Coordinator
- Student Services Coordinator
- Assistant Director
- We have a team approach and guidance is a part of the coordination along with the teacher and a representative from the college for dual enrollment. Guidance handles AcadeME and AP4ALL. We have one dual enrolled course that is offered to our students but through Somerset Career and Technical Center and they coordinate this class.
- Gifted and Talented Coordinator
- Guidance, Principal and Assistant Principal
- Associate Headmaster, Guidance Director
- Student Services Coordinator
- Usually set up with the instructor of the class.

Question 9 – Do you have information data or anecdotal that shows taking early postsecondary courses has encouraged your students to pursue a postsecondary education they might not have otherwise pursued?

All comments, unedited

- Financial situation makes the difference
- Absolutely believe this head start makes a difference especially for first generation college attendees
- Although I do not have the data to support it, I would make a guess that early college programs do not have a significant impact on post-secondary aspirations.
- we are such a small school, we can't offer much in the way of early college level courses. These are great for rural kids to access. Sometimes I worry, however, that online delivery lacks in some ways, especially in classes in the social sciences field.
- Data is anecdotal
- We have begun to track this data. We have an insufficient amount at this time.
- Anecdotal, observational.
- Yes, it helped them gain confidence that they could do the work.
- It is difficult to say that taking a course through one of the programs mentioned above encouraged PSE. Most of the students who access the programs have indicated they are planning on attending some formal PSE.
- The option to earn college credit for "free" is especially encouraging.
- Students seem to feel confident that they can handle college courses after taking one or more during high school.
- Offering courses at the high school has encourage students but the greatest influence has been success with AP courses.
- Absolutely. It is an extremely effective way for students to remove barriers toward college.
- The success that they achieved helped them become confident that they could do college level work.
- my observation only
- I think that our rate is quite high (students who take an early college course). I don't know of any student (offhand) who chose NOT to attend college after taking a college course. I know of some who took a college course and may have withdrawn or changed paths, but for most, it is a positive experience. Even if they weren't enthralled by the instructor, the idea of "being college material" and earning "free" college credits has value for these students.
- I spoke to parents last night at parent/teacher conferences who said the Early College for ME program made a big difference for their son who was a very marginal student in high school. He is now at SMCC and is quite successful.
- I would not say it is the deciding factor for all students, but for some students it does encourage them to pursue a degree they may not have considered previously.
- It allowed them to study topics that were not available here at Morse.
- When I was at Katahdin several years ago 1/3 of the seniors took a college course. That year 100% applied to a postsecondary program and 85% enrolled the following fall. I think taking a college course made a considerable difference.
- Our college admission rate has increased significantly
- No formal data, just student to counselor feedback, like... "I didn't realize that a college class would be so easy" or "I can't believe a college semester is only 16 weeks. I can do that!" and "I can't believe I've already earned 3 college credits!" In addition, students who complete a college course in Math or English, will likely not be subjected to placement testing in that subject and therefore potentially escape remediation, which is proven to decrease a student's post-secondary success.
- I don't have specific data on this. Any information is anecdotal. We have students who take courses, who have already determined they will be enrolling in college when they graduate. We've had students enroll in courses with their parents and realize that enrolling in a program after high school is something they can do on their own. We also have students who enroll in courses because they are short on credits and use the college courses to earn elective credits, beyond what will fit in their high school schedule, in order to graduate on time. In these cases,

- students sometimes continue on but results are mixed.
- In most cases the students who thought they would go to college did and who didn't plan to go most often did not go, but several did change their minds and apply to college.
- Financial situation makes the difference

Question 11 – Does the high school provide additional supports/assistance for students taking early postsecondary courses?

All “other”, unedited

- We do at our CTE school, not the high school
- We have visits by many of the CCs. We also have a mentor from the Early College for me that meets and assists with the students in the process. We take the students on visits to some of these institutions such as Maine Maritime Academy so they actually get on campus.
- I create their schedules to provide time in the library for computer access for those students who don't have internet (or reliable internet) in their homes.
- In some cases, the school pays tuition costs for dual enrollments
- Students are responsible for books, student fees, and transportation. All three of these things have produced barriers for some students.
- tutoring and mentoring
- Through EC for ME they receive extra college counseling but we do not offer assistance for college course work.
- Only through AP4ALL
- SAHS has paid for books and some additional fees required of students. As more students begin to access these programs it is questionable that the district will continue to pay additional expenses because the expense may become prohibitive.
- School pays tuition for advanced courses for students who have gone beyond our curriculum.
- Little beyond the registration process, however, we are available if needed.
- Gifted and Talented Coordinator checks in with the students and sets up the testing for them.
- They also know how to access the Learning Support Center at the local colleges.
- They can always access one of our teachers for academic support.
- Nothing formalized but teachers have supported students upon request.
- We provide a coordinator and tutors if needed.
- We purchased textbooks through a grant for them.
- Support is automatically woven into articulation agreements/dual enrollments, however support for outside courses is less available and, in the case of Region 9, would be obtained through the sending academic high school.
- Just help in covering tuition. In addition, if a student has dire financial need, we can cover required textbooks. The one caveat I would mention is that if students fail or do poorly in their college class, that carries significant consequence in terms of their permanent academic transcript. Since there is no direct (daily) oversight of these kids, we trust that they are attending, doing the work, and that they are aware of their academic standing at the college.
- We assist students in registering and navigating the online technical aspects. Early College for ME provides strong support for students in that program.
- We check in with them periodically to see if there are problems. However, the students are ultimately the ones who get their work done or not. We do not closely monitor performance in classes outside of our school due to logistical constraints.
- We offer dual credit. We provide transportation support when able. We alter their schedule to accommodate their attendance at off-campus programs. We check up on their progress during the semester.
- Our entire program is dual enrolled - we offer supports to all students
- Academic/Tutoring assistance through our Transitions Center
- We help them enroll. But once they are in the course they are essentially on their own.
- New policy provides funds for students unable to access state and local programs. Policy was just passed, and will be funded (hopefully) for the first time in the coming budget cycle.
- High school faculty will assist
- Guidance proctors exams

- Guidance acts as mentors
- PLATO Lab where students take the Acuplacer and get support in math
- Students receive help from the teachers who are teaching dual enrollment courses at the high school.
- Yes for dual enrollment; no for on campus and online
- The guidance office works with these students to create schedules that support taking these courses. Often times the courses are offered during the school day and in order to accommodate travel time and course time the scheduling can be difficult.

Question 12 – Please describe in what ways your school promotes early postsecondary

Education opportunities to your students. Provide as much detail as you can: who is involved in promoting; what tools are used; which students are encouraged to participate; etc.

All comments, unedited

- Community College Representatives complete college application materials with students while attending classes at Mid-Maine Technical Center.
- Dual College Credit guidelines are listed in Student Handbook.
- All juniors and seniors take the Accuplacer in the Fall and recruiting for SMCC courses taught in the district is focused on those students who qualify. Recruiting is done by a vocational math teacher who also teaches for SMCC.
- College visits, college representatives, teachers, parents, guidance, administration
- We announce these opportunities in assemblies, send reminders to teachers, take students to visit schools and bring schools here to present to our students. We put the information in our program of studies and we present it at our open house and during parent teacher meetings. We post information on the bulletin boards. We ask teachers to actively recruit students for opportunities such as Early College for ME. We remind students of articulation agreements and dual enrollment options. We offer scholarships. We promote student leadership organizations such as National Technical Honor Society and Skills USA.
- Instructors, representatives from postsecondary institutions
- We include info about early college options in our program of studies document that kids use when registering for courses; use of announcements at school; mass email to all students and parents.
- I promote it during several parent/student orientation meetings, school announcements, and flyers I send home.
- Again, there is a GPA requirement, by no means is the bulk of my student population qualified to take college level courses.
- The technical school administration discusses this with all potential students; the sending high schools administrations and guidance departments are made aware; the opportunities are routinely promoted to the press and public, including during the budget approval process as an indication of the services the district offers; for dual enrollments, Walter Ridlon from CMCC comes to the school to explain them to students considering taking them; students at the primary sending school receive a GPA boost because dual enrollment courses are given the same weight as Advanced Placement courses
- *Flyers are sent to students during the summer of both junior and senior years announcing what courses are available. *Sophomores and juniors are given a description of what early college opportunities as part of the course registration process. *Emails are sent to all students and parents making them aware. *Counselors remind students of these opportunities in individual meetings.
- We use post-secondary education mainly through our relationship with Early College for Me. We have used Academe some and offer AP4ME but students have preferred taking AP classes offered at school. We also use VHS for AP classes we do not offer at our school.
- The guidance sets up the meetings for the students and the institution offering the courses to have an informational session. There are several held with just the guidance counselor and all the Seniors in the Spring of each year. Then the ones that are interested come to the meeting

with the individual from each institution. It works very well to get the information out.

- We have a pamphlet that is mailed to all students and their families.
- Guidance sends information to all junior and senior advisories.
- When guidance meets with senior homerooms at the beginning of the year this is mentioned.
- Guidance counselors recruit kids individually.
- Parents advocate for their kids.
- All faculty advisers have bought into this and suggest it to their students.
- AP courses are open to all students who have met the pre-requisites. These opportunities are promoted through the academic departments and by the guidance department, and through the scheduling process.
- Aspirations courses are available to those who can be accepted by the admissions department at the University of Maine. They are open to all students, but not all students will be approved to take a course.
- When students do course registration it is discussed on a one on one basis. I then give the students who are interested the paperwork from all participating institutions as well as their schedules. Students are then responsible for filling out the paperwork and returning it to me. I then get it to the appropriate people at the college and follow up to make sure students are enrolled and they know where to go what to do etc.
- Many students have a hard time getting into classes because of schedule conflicts between high school courses, sports, clubs etc. Also many of my students don't get their first choice due to the college enrollment, which is understandable..
- Daily bulletin, student/parent handbook, guidance counselors, teachers
- Daily Bulletin, Student/Parent Handbook, Guidance department, Faculty
- The Guidance Advisor lists Early College opportunities on the daily announcements and on the school's moodle. Juniors and seniors with a "B" average are encouraged to try an Early College class, if it can be worked into the student's schedule. All juniors now have the option of taking Sociology - the dual enrollment class that is new this year. The Guidance Advisor made contact with Washington County Community College to establish that program at JBHS.
- We advertise on ed-line so the parents will know, we go to our advisories with the information and we do our announcements over the PA. Word of mouth from students works about the best!
- We post on Student Announcements on the computer and over the intercom.
- We put up posters and the class schedules around the school.
- We post to teachers so they can also promote this.
- All students are made aware that they can take college courses for dual credit while in high school. In the past we have paid 1/2 tuition for them, in the past two years courses are paid for by a scholarship/grant at YCCC. We now cover the cost of the fees for all students.
- This option is mentioned to students during spring course registration. We do actively recruit students for Early College for ME and a representative comes to talk with these students. One major problem that we have is that most classes take place in the afternoon and evening (at YCCC) and students who take part in extracurriculars usually have time conflicts.
- A few students opted to take a college English class, an art course, and a math course thru UMM
- participation in Early College for MR
- Intercom announcements and Bulletin Board posting for Aspirations and AP4ALL
- Guidance counselors talk to students that have a GPA of 90 or higher and give them information about Academ-E. We used to offer it to students with an 85 or higher but found many of them started and quit early in the program. We sign students up and give them the information about orientation, etc. After that students work with UMAINE directly.
- Early College for ME - Guidance looks at students that meet the criteria for that program - underprivileged, first generation, etc. We talk to students and give them information. A college representative comes up one night and talks to students and their parents and then they can sign up that way. A college rep meets with these students about once a month to make sure they are on track.
- All students are informed of the opportunities to pursue early post-secondary programming. Guidance counselors share information about the various opportunities during the registration process. These opportunities are presented during the same times regular SAHS course opportunities are presented and students select these early PSE choices just like they do regular SAHS offerings.
- These opportunities come up naturally when students exhaust options in a given field (for example, take AP Calculus BC as juniors) or have a strong interest in an area we do not offer

(AP History of Art).

- Joan Macri from College for Me Androscoggin presents the early college opportunities to our juniors and seniors. She has also presented to our faculty to make them aware. Guidance Counselors also encourage students to apply for a course and help them with the registration process.
- While these programs are promoted through all-school announcements and in publications, typically, students learn about these programs through individual meetings with their school counselor in the Spring of Junior year.
- Bonny Eagle students have the opportunity to enroll in a variety of college courses while still attending high school. Juniors and seniors in good academic standing can register for classes through Southern Maine Community College's "On Course for College" Program, the University of Southern Maine's "Early Study-Aspirations" Program, U Maine's "Academ-e", York County Community College's "Dual Enrollment Program", and new this spring, Saint Joseph's College "Early Scholars Program". College courses will go on a student's BEHS transcript for 1 elective credit, so students will have to meet the criteria for registration. Upon the successful completion of a course, students will receive credit from the college as well. A guidance counselor advertises, organizes, and coordinates this effort.
- We work with students individually and this is when the conversation of taking post-secondary classes usually begins. There are a few students who ask to take the classes, but often it is when we are working on schedules that the conversations comes up.
- Guidance and the gifted and talented coordinator are the people who talks with students regarding the availability of post-secondary education opportunities. All students have a college board account from 9th grade on. The students also use my college road for information. During student led conferences teachers talk with parents about opportunities. All students are encouraged but not all students want to do the work involved or are interested for various reasons.
- Through meeting with guidance counselors and four year planning
- Our school pays for college classes and some of our own teachers are the instructors. We provide transportation to and from UMM. Open to all students, but screening is done. Guidance mainly coordinates these opportunities. College visits help promote the post-secondary schools.
- All 11th and 12th graders are encouraged to take part in the Dual Enrollment Program. Representatives from local colleges meet with students who are interested in taking college classes. College for Me also meet with students regularly.
- Upward Bound, Parent Information Nights, Guidance presentations to all students, Guidance individual consultations with students, bi-annual post secondary options workshops by college representatives
- Promoted by Departments, Counselors, and family informational nights
- Announcements, assembly, presentation, parent nights, mailings, word of mouth, College reps speak to targeted students. Primarily coordinated by the Early College coordinator
- Our guidance counselors promote the programs to students in individual meetings and as a whole group. We encourage students who might have some barriers to education but who are also A or B students.
- We encourage students who have the scheduling flexibility who also meet the college course prerequisites. If the course is provided at a post-secondary institution, the student/family is responsible for transportation to the course. The Guidance department starts talking to students about early college opportunities typically during their junior year.
- All students are encouraged to participate. The Department of Guidance promotes through college reps, classroom presentations, selections of classes, and parent meetings.
- The guidance works with the students. All students at Medomak are encouraged to seek some type of post-secondary education whether it is a certificate, a degree, military, or apprentice program.
- promoted during course registration by counselor / advised by teachers and advisors
- powerpoint
- all juniors and seniors with description for freshman and sophomore planning
- Guidance meets with sophomores, juniors, and seniors to inform them of the opportunities available in the junior and senior year. Guidance and Student Assistance Team recommend the programs to particular students who seem especially suited.
- We email, have meetings with groups of students and target individuals. Guidance counselors spearhead the information giving out. We use our screen in the atrium to advertise and send info out via student emails.

- The Region 9 school, being a CTE school, views itself and its programs as an early post-secondary education opportunity as we work to carefully align our programs with industry and relevant community college curriculum to give students an idea of what they might be working on after high school. Students who participate in a program that has articulation agreements or dual enrollment hear about that program from their instructor/teacher, unless they have heard about it from the Student Services Coordinator or school literature prior to enrolling in a program. Teachers discuss and ensure students understand the opportunity available to them. All students are encouraged to participate and do so by enrolling in the program, essentially...students could reject the opportunity but rarely do so.
- Other coursework outside of school in programs such as Early College for Me is advertised by a close relationship with the CMCC Representative who meets with students once a semester to discuss upcoming courses available to them, the process and incredible opportunity it is. Region 9 also includes flyers to advertise for the program/courses with our summer mailing/enrollment letter.
- Region 9 also works closely with industry and, for example, has a strong relationship with Maine Machine Products. In effort to have a stronger workforce, Maine Machine offers a full scholarship to CMCC and employment with Maine Machine. Students in our Metal Trades program at Region 9 apply for this scholarship and each year we generally have 2-3 students accepted and enroll in the scholarship program.
- In addition, Region 9 frequently has college reps, industry reps, field trips to colleges and industry throughout the school year.
- We have two school counselors, a vocational school counselor and a director of our Transition program that assist students with this process. Talent Search and Upward Bound are also valuable resources. The Transition Center helps offer the Accuplacer to students who need it. More students would take early college opportunities if the colleges were closer and if they weren't so busy.
- We promote all postsecondary options in our newsletters sent home to juniors and seniors. In addition, we promote through announcements, in our regional newspaper, through teachers, in other printed materials, etc. It has come to a point where students "get it", and have been coming in early to request courses. Typically we have about 25 students each semester who elect to take (and can gain entree into) a college class. We also have the 2 classes we teach here, which covers approximately 35 students. Then, we have over 100 in AP courses, and more in credit-bearing classes at MMTC. So there is a college opportunity for most students who carry at least a B average and have some ability to get to a college campus. As an aside, I am doing a national study of these policies....many states promote their postsecondary options in greater depth than Maine does, but many states also have some testing barriers which may curtail the number of students interested in (or able to) taking these courses. I have found that my high school has fewer barriers, which is model I prefer.
- The opportunity is listed in our Program of Studies, we meet individually with students to register and talk about post-secondary opportunities. All students take part in orientation and learn of the advantages of taking a CTE course several times; from visits during their 8th grade year, to registration for senior year. We welcome Pauline Stevens as Early College for ME's representative and always have our maximum number of students allowed. We meet individually with all juniors and their parents to register for senior year when we talk about the post-secondary opportunities. We use AP Potential to identify students who would likely succeed in AP courses. We place programs such as Yo UMA on announcements to promote these kinds of experiences.
- Advisor meetings
- Counselor interviews
- teacher interviews
- e-mails
- announcements
- Our Guidance Counselors identify students who fit the profile for off-campus early college programming and work closely with parents and students to provide information and support.
- We provide extensive support for Advanced Placement through promotion with parents and students, financial support for testing fees, and support for placement for students who might not otherwise pursue Advanced Placement. We provide teachers a great deal of professional development support for AP. We invest a lot of time in identifying students who would benefit from AP but might not sign up on their own.
- Students are contacted individually and through large emails and meetings. The Guidance Counselor is the person responsible for this. Students who meet the criteria for each program

are approached. This is usually based on Junior/Senior students in good academic standing, GPA of 3.0 first generation students get a priority and are strongly encouraged to take advantage.

- These opportunities are promoted by the guidance counselor via classroom visitations and email to students. Programs with strict eligibility requirements are announced only to students who have the qualifications.
- All Juniors and seniors are informed several times, bulletins, presentations by counselors recommending it. Individual meetings with Juniors allow us to personally recommend a program
- All students meet with their guidance counselor early in their high school experience to start a plan for their future. Students are encouraged (firmly coaxed) into taking dual enrollment courses as part of the ongoing consultation of the plan. Students and parents are sold on the aspirational aspect of the courses as well as the cost savings.
- Our Transitions Center has historically promoted post-secondary opportunities. I started at the Caribou Tech Center (attached to Caribou High School) this fall and I heavily promote post-secondary opportunities through fliers, educating instructors, visiting tech center classes, and meeting with students.
- Student Services Coordinator speaks with students when recruiting. SSC also speaks with parents at high school parent nights. This information is listed in our promotional brochures. All students are encouraged to participate.
- Guidance personnel makes sure all students know all options that are available to them to take post-secondary courses, especially during their junior and senior years. We also have College Awareness nights for parents that occur twice a year at our local branch of the community college. In addition, we recruit students that we believe might benefit, if they first decide not to participate. Time constraints due to heavy involvement in extracurricular activities appears to be the major factor leading to many highly qualified students to opt out of post secondary options.
- Promote through assemblies
- Announcements
- Individual meetings with Guidance
- Advisor meetings
- We include options in our course book, present the options to classes and suggest guide and support students accessing these programs in individual meetings.
- The aforementioned programs, College visits through our MELMAC grant, personal counseling and planning, classroom presentations, parent nights, promotions through our website and in written material
- The counselor nominates students for the Early College for ME program and coordinates meetings with the ECforME representative. The counselor asks for recommendations from administration and teachers to determine who is nominated. We look at first generation students and students who need extra help in the college process.
- If a student (usually in upper level classes) asks to take a college course, the counselor will help them enroll. They can not enroll in a course that we offer at the high school. We do not promote this option extensively because it needs to be paid for by the families.
- All students are made aware of our dual enrollment articulation agreements, by their instructor. The instructor notifies the college and they and I sign the agreements for the up-coming year.
- Counselors inform and encourage students
- Information posted on website and in guidance office
- Promoted at informational events
- None in the past. Starting this year I am announcing it to students, encouraging individually and will send letters home to parents. In addition, I plan to be sure incoming freshman parents know that it is an option later on in high school. I wish we could access Early College for ME. I am told that they are not taking on new schools at this time.
- For Colby, top students are given information. For all other students, guidance talks with all students about these options. The ECME person also talks with the students in that program. Information is in the parent newsletter that goes home
- Early College for ME regularly attends Freeport High and works with students who are interested
- We offer dual enrollment and we offer classes through the local community college.
- Guidance meets with all students in groups and promotes early college. Also meets with many students individually to recommend early college. Teachers recommend dual enrollment as part of registration process. Students are encouraged based on grades, work ethic, test scores,

and interest. Also students who take tuition remission classes need to meet the criteria set up by the colleges.

- Guidance is the one promoting post-secondary education opportunities to our students. Very few are contacted by our Chapter 104 coordinator. A majority of our students take courses because they are unable to fit a course into their HS schedule or they are demanding an academically rigorous course load that we as a small school have difficulty offering. We get information to the students via email, newsletters, student meetings, and course catalog.
- We have open enrollment in AP courses.
- We have our first opportunity for AP as sophomores.
- We offer 12 different courses at the school, plus some students take Virtual High School courses in AP subjects
- I would say that most students are encouraged to participate. It is discussed with all students during our course sign up period.
- I meet with all students individually to do class registration for the next year. At this time, I ask juniors and seniors if they would be interested in taking an online course or attending a college to take a course. This year we have also set up a mentoring program so that all students taking an online course have the same period free so that I can supervise them and guide them through their first or second college course. Students are required to stay at school for this period. I think that this has benefited them in that they have someone to make sure that they are keeping up in class and that they have guidance for what to do when they are getting overwhelmed.
- Guidance counselors meet with students on a regular basis to discuss this opportunity. We meet in large groups, classroom groups and with individual students. College folks talk about the opportunities with students. Our school administrators and teachers also discuss these opportunities with students. The positive effect of these programs on our college going culture has been substantial with at least a 30 % increase in students planning on attending a post-secondary program.
- During our regular course registration process we promote dual enrollment opportunities. We also announce at assemblies different opportunities such as Early College for ME. Our local CTE center presents in each classroom about their course offerings and the different college credits that may be earned through their programs. They have both dual enrollment and articulation agreements with various colleges. We put up flyers and posters when new opportunities become available. We also will target groups of students who we think might be interested. For example, recently KVCC offered a free psychology course through our adult education program that was open to high school students. In addition to putting up flyers, we also went to the early childhood education class and spoke to those students. We did this because we knew that for those students who planned to go on to KVCC's early childhood program, this class was a core requirement that they could get out of the way for free now. I believe almost the whole class signed up for the course.
- postcards letting them know they qualify, one on one appointments to discuss, bulletin board promoting, blog post, course book promotion, students who qualify equal 2.0 or higher cumulative GPA <http://hsguidance.blogs.rsu1.org/index.php/2010/09/16/early-college-classes-are-they-for-you/>
- All of our program materials and school brochures mention that there are articulation and dual enrollment opportunities. All students are enrolled and then those who don't meet academic requirements are withdrawn from the postsecondary course if needed. It is sometimes difficult for a student to come to Region III due to high school graduation requirements and it has been difficult to help those students who want to pursue post-secondary coursework here.
- The Guidance person as well as program instructors work with students to inform them of these opportunities. Also, representatives from the colleges visit and are part of many program Advisory Committee's.
- Community College Representatives complete college application materials with students while attending classes at Mid-Maine Technical Center. Dual College Credit guidelines are listed in Student Handbook.
- All juniors and seniors take the Accuplacer in the Fall and recruiting for SMCC courses taught in the district is focused on those students who qualify. Recruiting is done by a vocational math teacher who also teaches for SMCC.
- College visits, college representatives, teachers, parents, guidance, administration

Question 14 – Does the high school review and approve early college courses? (Comment)

All comments, unedited

- Mid-Maine Technical Center has established an 86 grade average or better for students to be eligible to enroll in Dual College Credit Agreements.
- We serve students from three high schools and it is different at each school.
- we are a technical center....we inform the high school of which students are taking part of early college opportunities
- needs my and the principal's approval
- they are arranged through the school.
- We go on the recommendation of the college
- We only review them, if the students wants to count the college course for a required high school class. Ex., they take an college English class that will also count for senior English.
- When it is necessary and expected as a part of a particular program requirement.
- colleges usually will list courses that are available to high school students.
- In communication with students, families and college for approval. Department head approves course if student is taking course as High School graduation requirement.
- We do review, but anyone is allowed to register and take classes
- Since our academic sending schools grant credit, this is not something that happens at Region 9.
- I assist students in picking out their classes.
- There is a lot of discussion about which course might be most beneficial.
- Review and approve only if the course is intended to satisfy a high school graduation requirement and/or is to be used for high school credit
- It's part of the academic program for the school which is open and accessible to all students.
- We must ensure that students meet the prerequisites established by the institution providing the courses.
- Does approve courses that meet graduation requirements
- Our students are not allowed to take a college class in place of a required course taught at the high school. Also, the colleges prefer that students with a B average take the classes.
- Each student's advisor helps him/her with course selection, though there is open enrollment in AP courses.
- Students need to work with the guidance counselors on their schedule. We approve their courses including their early college courses.
- Not sure what you mean exactly. Every course that they take we approve but we are not looking at content.
- Mid-Maine Technical Center has established an 86 grade average or better for students to be eligible to enroll in Dual College Credit Agreements.
- We serve students from three high schools and it is different at each school.

Question 15 – Is alignment with the standards and/or curriculum a part of the review?

All comments, unedited

- National and State-Licensing Skill Standards
- Don't know.
- CTE standards yes
- We are a CTE school and do not award credit just recommend it. Nonetheless we feel it is important to support students in post secondary exploration
- we align our standards with the requirements of the postsecondary institution
- Partnering institutions have to review our curriculum to determine eligibility for agreements.
- If they are taking an English to supplant one that is for graduation from high school, we try to

make sure it is aligned.

- We do not permit students to take required high school classes at YCCC. We want the class to be useful in their future.
- Most of the classes are electives, but if a student is taking an English class at UMA in order to graduate early, standards are considered.
- Particularly for core graduation requirement
- Yes, review by dept. head if for graduation credit.
- If it is a college level class, we mostly assume that it is going to be up to par. If it is not, they cannot get anything but elective credit.
- Basically, if a college grants ENGLISH credit for a course (above the 100 level), we grant ENGLISH credit for that course. If it is a PSYCH course and we do not have a PSYCH department at our HS, then we grant elective credit for the course.
- Most students take courses to enrich their learning. They seldom take courses in lieu of a required high school course. However, if they do the course is approved by the principal.
- As most of our students are Jr/Srs. we look at classes which will assist them in their post-secondary plans
- We tend to recommend courses like English Comp. I, General Psychology, Intro. Business/Economics, courses that meet both Maine Learning Results and Introductory College requirements.
- Because most students are not taking classes for dual-credit.
- Since these are college courses and we do not give a high school grade, the syllabus of the college is the key aspect of the program
- We look at the course to see what requirement it would meet in terms of graduation requirements. We also need to determine that the course is not overlapping a course we would offer here.
- Not necessarily. It depends on what the student is taking the course for.
- Most of our program and curriculum align with the National CTE Standards, where third party testing is encouraged.
- If being used to meet a graduation requirement
- Yes and No. As I mentioned earlier, most of the college courses are used as elective credits for students. However, reviewing the course and determining it's not closely aligned with a course that a student has already completed is important. (For example: AP courses that students have already completed.)
- The College courses follow the college curriculum and meet those standards.
- Students who take college courses have completed all requirements in that subject matter at the high school level thus meeting the standards already.
- We select courses whose curriculum aligns with our programs.
- National and State-Licensing Skill Standards
- Don't know.
- CTE standards yes

Question 16 – What were the academic eligibility requirements? (Comment)

All comments, unedited

- Mid-Maine Technical Center has established an 86 grade average or better for students to be eligible to enroll in Dual College Credit Agreements.
- Based on the Accuplacer scores
- Dual enrollment and other post secondary usually require the Accuplacer or similar exam to determine college readiness in reading, writing and math skills.
- UMA requires appropriate score on the Accuplacer, Colby, Bates and Thomas have an application process for high school students to access their courses.
- Concurrent enrollment in technical school course
- If the student has a desire to take a course they can not get at this school.
- Accuplacer Test.
- For AP, having met the pre-req.
- If a student's schedule allows or they are not responsible for too many high school credits.
- Accuplacer gives us a great indicator of success
- We fill out a recommendation form provided by YCCC and they decide if the student can take the selected course.
- Student in "good " standing
- class membership - Jr or Sr
- In some instances test scores are considered if they are required (accuplacer). In other circumstances like statistics offered through AcadeME students are screened to be sure they have minimal math skills leading to potential success in the class.
- This option is available generally to top students only.
- Exceptions to GPA are made on an individual basis
- Changes, depending on program.
- Accuplacer
- This is set by the post-secondary program.
- Scores on NWEA, PSAT testing is looked at and how the students are doing in AP classes, honor classes.
- Acceptance by the post secondary institution
- Consideration of past courses taken, their future plans to attend post-secondary school, and the likelihood that they have the academic levels to succeed at the pos-secondary level.
- Student desire to take a college level course.
- Some programs require an 85 and be a jr or senior. Some based on counselor approval and first generation status
- All students were given the opportunity to participate.
- needs to have the prerequisite classes needed for success
- Must be on track to graduate on time.
- Personal Knowledge
- n/a
- Each college has different criteria. Having a B average in a (generally) college prep curriculum is our first criteria.
- Some programs require students must meet certain criteria, but we do not have a set list of requirements for students who are interested. Many require junior or senior standing.
- record review
- student must be in good academic standing with not only courses but attendance and discipline.
- No single item will disqualify a student. We try and take a holistic look at the student and their potential for success.
- Different programs have different standards for funding or program entry that they set. We create no obstacles to entering the class.
- Some of our courses have entry requirements while others do not. Even the courses with entry requirements have the flexibility to waive the requirements on a person by person basis with

justification.

- Must be an A/B student to participate in Aspirations coursework.
- Whatever requirement the college has for the course.
- It depends on the funding source. Some are more restrictive than others.
- In most cases, the students needs to achieve a min. score on the Acuplacer. (not all)
- As determined by program
- Depends on which program
- Typically A/B student in good standing.
- Other includes students who have not performed well in high school due to family/social issues interfering with academics. If it is determined that a student is capable of the work then they may be allowed to take a college class.
- Teacher recommendation
- minimum score on Accuplacer is a requirement for SMCC and UMA/ GPA is a requirement for UMO
- Any student attending our programs has the opportunity to enroll.
- Mid-Maine Technical Center has established an 86 grade average or better for students to be eligible to enroll in Dual College Credit Agreements.
- Based on the Accuplacer scores

Question 17 – Does the high school have policies in place? If yes, please describe.

All responses, unedited

- Dual College Credit Agreements with selected Community Colleges: CMCC, EMCC, KVCC, and NMCC.
- only one course per semester is allowed
- It has to do with the amount of money available each year.
- We do not have a budget to pay for them so if a students wants to continue after their 6 credits through aspirations they have to pay themselves.
- one per semester, except in the case of a student who has taken all that we provide. They combine Academ-e with an Aspirations course
- The courses they take can only be elective courses so they can take as many as they want.
- Elective only...no more than 2 a semester
- Course not offered at RHS
- Pre-approval
- Final exam proctored by RHS staff
- In practice, however, no more than one course is taken in this way.
- 2 external credits
- Typically students will take only one per semester so ther is no need to set a limit.
- based on availability of resources. Our district pays for student fees not covered by the school or state
- Yes, we authorize only 2 outside courses.
- School board policy limits outside courses to TWO. However, the principal has the discretion to increase that number on a case by case basis.
- It gives the principal great discretion as to what would be allowed for credit toward graduation.
- No more than 5 credits from outside sources (Adult Ed, summer school, early college, etc) can be applied to the requirements to graduate.
- n/a
- two per year and they cannot duplicate courses we have in place at the high school.
- Not yet....our enrollment rates are pretty stable, and we have only turned away a few kids each semester based on course availability or scheduling (conflicts with a required course or conflicts with athletic practices, games, etc.)
- At present there is no published rule. That may be coming.
- This is governed by the colleges and costs for courses.
- There is simply a statement that says we promote these initiatives when they are in the best

interest of the student's education.

- Maximum of 6
- Open Enrollment
- Only when addressing dual-credit.
- Students can only take two courses outside of the high school for high school credit.
- presented in the student handbook
- As previously mentioned, the college class cannot replace a required class taught at the high school.
- This is a conversation that is just beginning at the committee level of the school board.
- Policies are in place regarding some standards as noted above. Students may take as many as they want as long as they meet the college criteria.
- we do not specify minimum # of courses - we do have a policy that outlines who can take them and how we will support them - I can fax a copy to you or you can access it here:
http://www.rsu1.org/UserFiles/Servers/Server_1093620/File/Section%20I%20Policies/IHCDA%20Post-Secondary%20Enrollment%20Options.pdf
- There is no maximum although each program has a finite number of college credits available and students can only take 1 or 2 programs at most because they are each a full day every other day.
- Dual College Credit Agreements with selected Community Colleges: CMCC, EMCC, KVCC, and NMCC.
- The most difficult barrier to overcome is that students have to attend here in order to take part in post-secondary courses. Many students are encouraged not to attend our school because they are "4-year college" students or because they have too many graduation requirements to fit our programs in. Some of these graduation requirements are not specific to their career or college needs.
- We serve five sending high schools and 28 towns. High school schedules can be huge barriers for students to attend our programs.
- Dual College Credits for the students are paid for by Carl Perkins Federal Grant.
- High school schedules and required graduation requirements are a barrier.

**Question 18 – How much of a barrier does each of the following present to increasing enrollments at your school in early postsecondary programs?
(Please describe)**

All comments, unedited

- Dual College Credits for the students are paid for by Carl Perkins Federal Grant.
- High school schedules and required graduation requirements are a barrier.
- We have a dream of the "Many Flags" project a significant component of which is to have post secondary options near by for members of the community of all ages including HS students. Community College courses are often physically out of reach for our students as the nearest campus is about 90 miles distant. We desperately need more post secondary options for our high school students including the opportunity to pursue a 2 year degree without having to go deeply into debt. Some students need to continue to live at home for a variety of reasons and there is no where for our kids to go!
- We are a rural community with a high low income population. Parental involvement, transportation and access are problems.
- Cost of courses is not a major problem. There are programs in place to help with this most of the time. However, if the class is not online, transportation to the school IS a BIG issue. Gas is expensive and many of our kids do not have access to cars.
- Also, we have a block schedule, so scheduling in a college class, especially for kids with a lot of extracurricular activities, is challenging.
- I have recently submitted a request to cover the cost for books and technology fees through the district. It may not fly. Last year with access to a small grant which paid for transportation, books and tech fees, parents rejoiced. There is still a part of me, however, that likes the idea of families pitching in some money, as I think - if they can- it makes their commitment to the process of early college better.

- The cost of these classes are not yet a barrier but as the student access increases the cost may become greater. It is also true that staff availability may become an issue, especially for dually enrolled classes. Colleges typically do not allow dually enrolled classes to be taught by an instructor with less than a Masters and not all high school staff have this credential. As more dual enrollment classes are offered and more "appropriately credentialed" staff are needed to teach there will be a clear shortage of qualified staff. Access for on campus classes is an issue due to transportation for kids.
- There has been little barriers, however, funding may change this.
- If we were to have students travel to the closest college for on site courses it would create a significant barrier. If there were costs to the courses it would create a significant barrier. If courses could only be taken during the day it would create a significant barrier.
- If the courses were offered after school, I could fill the classes especially the introductory courses such as English, psychology, etc.
- Teachers are required to have masters degrees in subject taught
- Right now I am the only person who coordinates these opportunities, and it works pretty well with our numbers. If there were 100 kids each semester seeking a college class, that would be very hard to do.....and unlikely that I could find 100 different college courses available to them. And it would exceed our budget. We have a strong emphasis on this program at our school, and for the most part, it works quite well. If there were anything I would change, I would like to see some college level courses taught here via Adult Education...so a student could (if they chose) elect to take an Intro Psych or Intro to Anatomy & Physiology college level course at the high school in the evening. That would probably increase numbers, but it would also decrease the benefit of having a "boots on the ground" experience AT a COLLEGE campus.
- Anything that takes students out of high school courses and impacts enrollment, therefore affecting teacher positions, is seen as threatening. The early college initiatives vary from completely no cost to perhaps as much as \$150 for books and partial tuition. The FAME college access program exists now to open this to students of more limited socio economic means, but this is soft money.
- This is still a novel idea in many people's minds. Even though they are aware of the benefit, some people have a hard time breaking out of the traditional mold of high school.
- We have not added any dual enrollment classes recently because of cost of books and materials. Otherwise we have at least one class that could be added immediately.
- Staff need to have a master's degree in subject area for dual enrollment. This is very difficult as most high school staff have master's degrees in education or a related field. So we have no science teachers who would qualify for a dual enrollment class.

Question 19 – Please describe these or additional barriers you see

All responses, unedited

- Recent Federal cuts to our Carl Perkins Federal Grant.
- Culture of the school(s)
- More promotional of the Career and Technical Programs, elimination of barriers between CTE and high schools. Better research in what students really need to be successful and less preference towards high level academics that are not used in the professions let alone most careers. I would welcome to discuss the research on this further with anyone. Alan Dickey, CTE Director, Lincoln Maine
- There are some 100 and 200 level courses available and accessible but at university course prices. There is very little within driving distance for community college courses and fewer still that have technical content. We need to have a branch of the community college system here, and now for our students both high school and adult. Even if they take a few university courses locally they cannot pursue a degree or the degree is limited to liberal arts. We try to provide as much as we can here at the CTE center but then we can only give options continue at campuses that are an hour and a half or two hours distance. Many of our constituents do not have the transportation, child care, etc to access these distant options
- Hall-Dale grad requirements are significant enough that many students that we would like to target for early college options simply to not have the space in their schedule to fit in outside classes and/or are not interested in committing time in the afternoon or evenings for later running sections of classes.

- they are paid for by taxpayers, so no direct costs to parents.
- OHTS is constantly working to expand our agreements with different institutions and for different courses. Certain schools are much more amenable for these agreements. Central Maine Community College in particular is very open to them. In fact, colleagues in New Hampshire and Massachusetts often have more agreements with CMCC than with colleges in their own states.
- *The need for students to work after school makes it difficult for some to participate.
- *The belief in some students that they could be successful in this endeavor.
- Transportation.
- Scheduling.
- Support of students taking online classes.
- Time - most students are significantly busy and don't have the time to take another course due to athletics, theater, and other commitments.
- Our students do not have a study hall period in their schedules. We used to have one at the end of the day and that's when students would schedule Early College classes. Since the school schedule has changed, the number of Early College participants has decreased from approximately 7 to 2.
- Transportation is one that the kids wrestle with, also timing of classes that interfere with their sports. We have been targeting coaches in the past two years as to being a "partner in crime" with us. If they are on board then it makes it easier for their team players to take part! It would be interesting to see if we could host a class at the high school during the day - like a speech class for everyone who wanted it (juniors and seniors).
- Where we are somewhat rural, transportation is a real issue. Most kids work so sometimes the night classes are difficult. Some do not have internet at their homes so sometimes the on-line courses are difficult. Cost is the biggest factor. Although we would have the Aspirations \$ available, it still costs around \$93 a course plus the text book which could run another \$100, so it is expensive.
- Because of the distance to YCCC kids are not able to get there during the day to take courses. The largest barrier is student who participate in extra curricular activities do not have the time to go to class in the evening.
- There is additional cost to programming offered outside the regular high school curriculum. These costs can vary from book and supply expenses to campus activities fees and additional materials to school districts. These expenses can differ from college to college and program to program. As the move to national core standards falls in to place there will be an administrative cost to evaluate whether or not early college programming meets the new standards. There are also access costs when it comes to campus resources. An example is that if a student is a part of a dual enrollment program at KVCC they really need to have a KVCC ID so they can access all the KVCC library facilities and other electronic information. These IDs currently cannot be given electronically so students need to go to KVCC to have their ID created and processed. Most of the SAHS students cannot get to campus so a bus trip is required and this is another additional cost barrier. As mentioned above in 18, dual enrolled classes are subject to the college's staffing requirements and most SAHS staff do not fall in line with what KVCC requires for staff credentialing. If student access is going to increase then more staff will need to receive additional coursework to fall in line with KVCC or other college staffing requirements. Who is going to pay for all of these additional expenses? The coordination of these programs and tracking students who take them add to the administrative responsibility of the guidance department. Although there may not be a dollar expense to additional time managing the tracking of students who take course work outside the high school curriculum, there is an expense. More time tracking credits means less time for guidance to be available to their students for social and emotional support.
- Both of these programs offer free tuition. Early College for Me provides free tuition and books. Academ-E provides the cost of a 3-credit course but not books. Sometimes this is a barrier and the high school helps out with books. If students weren't taking classes through the above programs and had to pay tuition, it would be a huge barrier for families.
- This question is not really relevant to our situation.
- Students often do not have the financial means to pay for the course fees, books, and transportation costs. In the past I had a Merck Grant available to help students but that has run out. Some students are still able to get assistance through the Challenge Grant at FAME.
- Students and their parents, especially those who are first generation, need to be motivated to maneuver through the different hurdles of registering and taking the courses. They often require a lot of support from our guidance counselors.

- Since we don't have any post-secondary classes being taught on campus, the barriers that our students face are: transportation to the course, scheduling of classes so that student can attend off our campus within our school day, and minimum GPA set by the program such as a 3.0 by Academ-e. Some students may have had a rocky start and are just a bit short of this requirement.
- Science courses with labs often are difficult to fit into a traditional high school schedule.
- Not enough classes are available after school hours. Students who are involved in extra curricular activities before and after school find it difficult to take classes. It is difficult for a student to take classes during the school day because KHS has alternating, block, scheduling days
- Scheduling and graduation policies have proven to be one of our most significant barriers
- Awareness, schedule, transportation, cost of books
- I believe these types of programs often target students who are seen as "heading to college" - students who could well use the programs as a transition to make them more successful in college or to even consider college
- None known.
- The biggest barrier would be the cost of tuition and the books.
- Our students like to be here at Traip and reluctant to leave the building but like the online options. Also, sports etc gets in the way of timing.
- The most significant barriers are cost, lack of convenience and scheduling. Ideally more on-site courses would be available and taught by college instructors or local high school teachers certified to teach college-level courses.
- The Accuplacer. We need a stronger focus on the placement tests. So many of our students do not pass it....it is a very high stakes test with few questions....so we need to do a better job preparing students for the Accuplacer so they don't get routed to remedial courses.
- Students have transportation problems which inhibit their ability to take courses on campus. Many students do not do well with online formats. They need the structure of a classroom. Students who are active in after school activities have a difficult time scheduling any course during their school day. As more students take these courses, they need to staff member to support who is available often to check in ,etc. School Counselor do not have the time that is ideal to offer these students. Dual Enrollment where our well qualified instructors are placed on the Community College Staff for offering the course at our school is superior to the model where College Staff come to our campus to teach. More costly and more complicated. Dual Enrollment using well qualified high school instructors is the best low cost low barrier way to expand early college options. We need to get more of our staff to finish masters degrees and/or embrace aligning their curriculum to the Community Colleges.
- Our school is rather remote from the area colleges (a minimum of 30 miles away). College schedules are different from our schedule they are on semester schedules and we are on trimester schedules.
- Transportation can be an issue.
- Time can be a barrier; many students have to work, particularly students from lower socioeconomic backgrounds.
- Advanced Placement has the fewest barriers and is supported quite well. Often times, getting students to SMCC, or CMCC, or Bath Brunswick is more problematic for students, although we have had some success.
- Transportation, funding, and facilitators to support initial access as well as support during the coursework.
- Our students must commute at least 30 miles round trip to take a class at NMCC or UMPI. If enrolled in an Academ-e class through UMO, they must commute all the way to UMO for a one-time orientation. Leaving school during the school day is rarely an option, so students tend to only enroll in night courses. This is very challenging for student athletes or those involved in work or extracurricular activities after school.
- Most students who consider these courses tend to be very good students, ones who tend to be involved in numerous activities and/or who have jobs outside of school. They also tend to enroll in the maximum number of courses allowed by our high school. Thus, lack of time for them is a key factor. In addition, the difficulty and personal responsibility required for on-line courses offered by institutions has resulted in students dropping these classes. In addition, seeking help from qualified staff from our school to assist them with on-line college courses has been a challenge as only four faculty members have Master's degrees at our school, or feel comfortable trying to provide them with the help they might require.

- The main barrier is the cost. The school does not have the ability to fund it, and most of our families do not have the money to cover the cost on their own.
- cost of books and fees. Our school is currently paying for these, but we can't continue as our budget is reduced every year.
- Some of our Department heads are concerned about dual credit and our policy is vague
- I would say the Acuplacer score may be a barrier for some. It must also be noted that at CTEs, the students are tied to a sending high school, and guidance councilors tell us that scheduling can be a barrier for enrolling students at PATHS.
- If our students live within 2 miles of the high school, they have to work. We have a very high population of low-socioeconomic families who do not have any type of transportation. Consequently, the only students who can attend courses outside of the school setting are students with cars. Also, students can't afford to buy books, pay fees and don't have internet access at home.
- Deer Isle is not near a campus- geography is certainly an issue. It is one that can be overcome with online courses, courses offered here at the high school or some creative arrangements with transportation. We made it happen at Katahdin and I believe we can do it here. If Early College for ME could take on more schools it would be one more avenue to make this happen. If Maine Maritime Academy were to have a program we could bus students there. I have started a conversation with them to see if they can possibly work with us. Our district has been hard hit financially and there is no money to create a new program here. We can finance bus piece at this time.
- We are limited in the number of teachers who are qualified to teach dual enrollment classes-- few hold a master's degree that is required by the colleges.
- If funding through Aspirations/Academ-E are frozen and all used up, more often than not our students are unable to pay out of pocket and drop the class. Money is a huge financial burden.
- Barriers include: 1. Many students are limited to only courses offered on our campus due to transportation issues. 2. The overall difference in college calendar versus high school calendar has been a barrier but we are doing a better job with this by working with the colleges. The colleges here have been extraordinarily flexible in working with us on this issue. 3. We are fortunate that the colleges are absorbing the cost of these programs. Our high school budget would not allow us to provide these opportunities if the colleges required payment. At this time we have students who will graduate from high school with several college courses completed. The financial savings to families is significant.
- I believe that with the online courses we have decreased the barrier to minimal. The biggest barrier that I have seen is student maturity and level of commitment. Those who are not ready choose not to register for college classes.
- I had one family opposed to the idea of their high school student taking a course with "adults" at a college. A few faculty have also expressed a concern that students are not taking courses here because they are taking the courses at a college.
- Students need to map out their high school course to include our programs when they are in 8th grade in order to make sure they can fit it in their schedule. Since most 8th graders aren't considering college and careers in a specific and serious way, many end up without space in their schedules to participate. Most of our sending schools require 24 credits for graduation including 4 years of science, English, and social studies as well as at least 3 years of math and other specific required courses. This presents as a big challenge to our students who have to count our credits as electives and who don't receive any extra credits toward high school graduation for their post-secondary work.
- Post Secondary schools are not changing some students schedules that have earned credit through articulation agreements, dual enrollments etc.
- Recent Federal cuts to our Carl Perkins Federal Grant.
- Culture of the school(s)
- More promotional of the Career and Technical Programs, elimination of barriers between CTE and high schools. Better research in what students really need to be successful and less preference towards high level academics that are not used in the professions let alone most careers. I would welcome to discuss the research on this further with anyone: Alan Dickey, CTE Director, Lincoln Maine

Question 20 - How important would each of the following be in increasing student access to early postsecondary programs at your school? ("Please describe ways to increase participation/remove barriers")

All responses, unedited

- With Dual College Credits, the students start their college transcripts. Increased transferability of Dual College Credits would be beneficial for the students.
- Again, the dual enrollments we offer are excellent. What needs to be considered is at the college level they need to modify their schedules to accommodate students that have these credits. They are not doing this now. Students are encouraged to earn them, but end up having to take them over again in college or to sit out a semester of the courses they really like
- Although community colleges often hire teachers with only Associate Degrees, and frequently with Bachelor's when our instructors want to offer a college level course they are asked to present a resume that includes a Master's Degree. This appears to be a double standard. We would like to work with one of the other CC's rather than KVCC as they don't seem to want to offer much here. We would be happy to open our building to many community college courses taught by us or others. We need a CC that has the imagination and commitment to help us provide this essential service
- In the first year that we started our on-campus UMA classes, we have more than doubled the number of students earning college credit during their high school career.
- Classes in school building.
- Transportation to colleges.
- Funding for taking students to tour schools and increase their overall interest in post-secondary education.
- Faculty would have to be supportive and also be willing to participate.
- If there were time, I wonder how a college admissions person coming to the school to talk about such opportunities with parents and kids would work. Sometimes they just half hear what the regular counselors say!
- Holding the course at our high school and giving funding so it would be free would eliminate the barriers, as we have a late bus that would take them home at 4:30 Tuesdays and Thursdays.
- 3 years ago we had a number of dual-credit courses offered at our high school. Because YCCC will no longer allow us to teach college courses the number of students who participate has significantly dropped. If we were allowed to teach them here at the high school we would have a large number of students taking them.
- Depending on the size of the school system and the number of students who access non-hs curriculum, it seems that a regular coordinator of early college programming may become a need. This coordinator could help sorting out the opportunities and the barriers. It would be help to limit barriers if all dual enrollment programs were subject to consistent enrollment criteria. Money to cover the additional expenses of books, supplies and other fees would be a big support. Each of the indicators checked as very important need to be closely assessed.
- I believe many more students would access courses if they were offered here at Oak Hill. If there was funding to help pay the fees and book that would also be beneficial.
- Additional time/resources to promote programs. Information sessions, from those who offer early college programs to staff/students.
- Provide a stipend to the coordinator of these post-secondary programs. The coordinator could also gather data about how well these students do when they attend college (persistence rates) and what schools can do differently to prepare these students.
- Offer more scholarships to students....cost is a major barrier.
- I think that we would have more participation if we had classes right at MCHS for dual credit.
- Our school could not reasonably support science courses due to the condition of our labs and the equipment in them.
- At one time we did provide courses at the high school unfortunately, students missed out on the college experience.
- Increase state funding to include coordinator stipend, fees and books
- Get at the heart of what is stopping this in schools; survey the parents and students. In my experience, these programs are suffering because "we don't want too many kids to take advantage of them if they are receiving dual credit because someone might be out of a job" - too often school curriculum decisions are based on whether the teacher's union will be work with it. We also need to figure out what is the purpose? If it's to give accelerated, financially secure students a chance to earn an early credit for college, it's working just fine. If it is to expose all students to college level material, give them a feeling of success as a transition into a full time college program, raise levels of expectation among students themselves and teachers, then it is not working well at all. To get to those kids, we need to integrate the college

credit courses closer to or into the school day and give more incentive or requirements for students to try it.

- All of the above. If the State paid the some of the tuition, book cost and fees and provided the courses be held on my campus, I would see the major barriers eliminated.
- A school van at our disposal
- Here's one idea....MAKE ALL OF THE COLLEGES LIST THEIR CUTOFF SCORES IN A PUBLIC AND ACCESSIBLE PLACE. You would not believe how hard it is to determine all of the testing policies and cut off scores for each Maine institution. If we had access to this in a centralized location, we could tell a student what a SAT Critical Reading score of 440 meant versus an Accuplacer Sentence Skills Score of a 70 meant....there are different rules and uses at each campus, so it makes advising students much harder. We could tell a student if they needed to retest, and how many times they were allowed to retest. Or, we could tell them which remedial course they would be likely to test into (1 or 2)...what that would mean long term, etc. OR, if a campus had its own placement policy, we should be able to find that and prepare students accordingly.
- In addition, there is great variability in how colleges like/do not like dual enrollment options. Some are extremely supportive and helpful partners. Others are less so. If more students had more opportunity and fewer barriers, we might make a dent in our postsecondary rates. In addition, I think that there should be a stronger connection made between college faculty and secondary faculty. There is a major communication/understanding gap that often exists between the two institutions....but this is certainly not a problem unique to Maine.
- Getting more staff recognized to teach a dual enrollment course on our campus.
- Scheduling is a barrier for students taking courses during the course of their day off campus. Funding costs incurred by students are a barrier but supporting the current FAME initiative which offers broad flexible support would be a wise investment.
- You have listed the barriers we tend to see. If these barriers could be removed or reduced, we could significantly increase student participation.
- Funding is often the issue. Our district has very good support for teachers seeking credentials (master's degree, etc.) to teach dual credit courses. Having funding for a local leadership group consisting of high school counselors, teachers, admin. reps, and college representatives to plan consistent coursework and programming would be very beneficial. This group could look at alignment, particularly as we move toward adoption of the Common Core Standards.
- I think that a collaboration between our high school and the local post-secondary institutions would be the most effective way to remove barriers. I'd love to see something similar to the collaboration efforts happening in Fort Kent.
- Currently we have very few staff members who can teach college level classes due to our district contract only paying a very low sum for completion of such a degree. Our school currently sets aside money to pay for all college courses a student may take here at Stearns, but due to severe anticipated budget issues, I doubt this can continue much longer. On-line courses do not tend to be popular due to the complexity, self-motivation required, and the lack of access to a teacher to sit down with and receive help. However, our college classes taught here at Stearns are extremely popular with about one-third of our seniors participating in them.
- If students did not have to pay for college courses, there would be a lot more students interested. If it were free, we would be able to increase promotion without the fear of promoting to higher income families.
- Help students pay for the cost of books and fees.
- Increase funding to colleges to create programs and increase funding to the Early College for Me program to ensure access to every school in Maine
- Some students who intend to go to private colleges do not take dual enrollment classes because the credit will not transfer.
- More often than not our students are not in need of a high school credit, rather they are looking to get credit for college.
- Holding courses on the high school campus is the reason we have such good access. Our high school is less than a mile from KVCC but the transportation would still be a barrier.
- When we began the dual enrollment program there was a fee that was paid to the community college system for each student in each class they took. The community college system has discontinued that fee at this time. They have a grant to mitigate their cost of the record keeping and monitoring along with their coordinator. The teaching cost is absorbed by the high school as the professor is an adjunct professor who is also a high school teacher.
- Funding support for the school would need to be in tow areas, the first to support teachers in earning a Master's degree in the content area so they could be adjunct professors. Our

teachers can not afford the cost of graduate school and for some, they work a second evening job so the time is an issue. The other issue in being able to expand is that almost all of our elective courses have been cut because of funding cuts and therefore, we are not allowed to expand the dual enrollment program even if we have a teacher qualified to teach the course. These issue severely limits our ability to expand these opportunities.

- The issue of transferability of credit/dual credit is a very big issue across the educational spectrum. Courses that are given credit at one institution are not at another even if the classes are both taught within the same system such as the community college system. Dual enrollment opportunities seem to be developed at the department level versus the institution level. There is also a barrier that occurs from the community college level to the university level. This coordination seems to have much more to do with turf and who gets the money than it does with the actual academic standards involved. This problem interfere with growth in the dual enrollment programs at the high school level and with the vocational technical dual enrollment programs which in turn impact local high school students.
- I believe that we are doing well although it would be great to have a teacher in building to teach College Algebra.
- Most of our dual enrollments are free or \$50 a credit. Our teachers can become adjunct faculty at the community colleges, but we have struggled to find 4-year colleges who will make agreements with us and many students go directly to these schools. We also have only been able to offer courses specific to their CTE program vs. Math or English. I would love to offer technical math or english composition but it usually requires a teacher with a master's degree in that area and those teachers are hard to find.
- Better communication between colleges, high schools including the career and tech schools, students and parents.
- With Dual College Credits, the student start their college transcripts. Increased transferability of Dual College Credits would be beneficial for the students.
- Again, the dual enrollments we offer are excellent. What needs to be considered is at the college level they need to modify their schedules to accomodate students that have these credits. They are not doing this now. Students are encouraged to earn them, but end up having to take them over again in college or to sit out a semester of the courses they really like

Question 21 - What do you see as the strengths of the existing early post-secondary programs at your school or in general?

All responses, unedited

- Students earned a total of 552 college credits for the 2010-2011 school year.
- Students learn that they can do it!
- great encouragement for students. let's them see that they can do the work, free, strengthens the connection between secondary and post secondary etc
- We set up as many articulation agreements, dual enrollments, and programs of study as possible. We actively participate in the Early College for ME program. We try to make our students and their parents aware of these options at every opportunity.
- Having several opportunities available to encourage a more diverse group of students to access college courses.
- levels the playing field for our remote rural students
- The variety of agreements we have make them a part of everyday life here.
- *The proximity of Hancock County Higher Education
- *On-line Academ-e courses have been wonderful in offering a variety of classes to our students.
- *Offers our students a more rigorous year
- I feel we have a very good working relationship between school staff and Early College for Me staff.
- It provides the students with a college course experience and in some cases gives the students an entire semester of courses already paid for.
- Our numbers are low in completion, but we do generate a lot of discussion and obviously those who complete get those credits for transfer or direct use.
- WE have a very strong AP program that many students access. Only a handful of students access the Aspirations program courses each year.
- Kids are exposed to college classes and are able to receive dual credits.

- Opportunities to expose students to college courses, allow them to earn credit at a discounted rate
- The courses are on our campus
- Availability as they are offered on our campus
- Early College classes have provided students with college credits that transfer easily. It also is a wonderful opportunity for students to get a preview of what college is like. They are able to go to the UMM campus, develop relationships with the professors and college students, and they gain confidence in their ability to do college level work.
- This opportunity lets our kids see that they too can go to college, which for many of our students they would be a first generation to do so. Also it has helped tremendously to fill a gap for us as a really small high school. We just aren't able to offer enough courses to our kids anymore.
- They offer a lot of great courses through EMCC and UMA and kids are interested.
- Tuition being provided for courses taken at YCCC.
- I feel it is encouraging for students to experience a college level class. It lets them know, if they succeed, that they are capable of college. Any time college credit can be earned before a student gets to college it is a cost savings to him or her. The staff who teach the programming at SAHS do a fantastic job working with their students and presenting a college-like experience, as much as this is possible at a high school. Program access has increased every year for the last few years and it is obvious that students are finding PSE programming valuable. Word is getting out among students and it is this word that will best promote continued growth. There is definite interest among staff and students to expand upon what is currently viewed as PSE success.
- We do offer 5 AP classes at our school in which all students have access. Having the Early College for Me and Academ-E programs is a huge help for students that want to take advantage of it.
- We believe that our high school is fully adequate in preparing students at a high academic level. For us, these opportunities are for rare situations.
- Registration process through Joan Macri at College for ME makes this work very well for my school.
- Early college programs provide a tremendous opportunity for our students to experience college-level work during their final year of high school. In addition, Early College classes can provide additional options to students who face schedule conflicts/limitations.
- I particularly appreciate the Community College Early College For Me program. Staff from EMCC work with students through every step of the registration, College Admissions, and Financial Aid process. For our 1st generation students, or those needing additional support, this is a wonderful resource. I think if more parents were aware of the Early College for ME program, we would have higher numbers of student participation.
- Bonny Eagle has developed some solid options for our students. Our 5th Block and other programs with SMCC, USM, and St. Joseph's motivate, inspire, and support our students to think seriously about attending a post-secondary school.
- We increased the number of Advanced Placement courses. The number of students taking AP classes has increased as well as their performance on the tests (more students are getting a 3).
- We just completed the last year of a five-year Smaller Learning Community (SLC) grant with the Great Schools Partnership. One of our goals was to promote post-secondary experiences. We accomplished that in a variety of ways. We expanded the number of Advanced Placement courses at Bonny Eagle. We implemented Honors Challenges in our 9th grade heterogeneous classes. The grant paid a portion of the college books students used in their 5th Block classes. All of our sophomores participated in a college bus trip to a variety of post-secondary schools in New England. We also have a Career Options Fair each spring. Last year our 9th graders attended SMCC's Careers for the 21st Century program. In the past the 10th graders have participated, but we wanted to start "planting the seeds" earlier.
- Students who are so inclined can have a taste of the college experience, while still in high school.
- Some students have taken courses in areas that they thought they would like to study and have realized after a completion of a course that it was not a field they would like. It is extremely helpful to make students understand the difference between how high school classes are taught versus college classes. Having students take on-line courses opens their knowledge as to how these courses are taught and how difficult they are.
- Proximity to UMM.
- To provide students an opportunity to attend classes with other adults.

- Early College for Me flexible scheduling, costs to students.
- Introduction for students to the rigor of college within a safe environment
- Incredible program that has been a great opportunity for our students. Our district has placed an emphasis on these programs and has supported it financially through covering fees for students and providing a stipend for the coordinator.
- Our strengths are integrating the programs we do offer into our classrooms and promoting them that way.
- The greatest strengths are the dual credit and no-cost to students.
- We are fortunate to have access to three colleges/universities in our area. Overall, the cost is relatively low.
- Open to all students.
- Allow students to see they can be successful at a college level class.
- In general, I believe it helps the students to look at life more seriously in that they start planning for their future. It also gives students a sense of what it will be like when they leave high school. It provides opportunity for many of our students who are in the poverty cycle. Education is the great equalizer between rich and poor. With an education students can break the generational poverty cycle and take themselves out of what has been a cultural issue in our area for generations. Given the chance at early college, I know that many of our students would become more productive citizens and less of a burden on society as a result of all those things that are associated with generational poverty.
- More students are signing up every year.
- Was stronger last year. Scheduling prevented high numbers this year. We have a strong post-secondary education program at our school with much emphasis on preparation.
- Some students take advantage of the post-secondary program opportunity.
- -we pay for fees
- -we actively encourage students to consider taking a college course
- -we have a strong AP program
- -students like taking college courses and they tell their friends....leading to good PR
- -Students DO feel good about the independence of driving to a college campus and being considered a college student
- -Students like the choice....if they hate the idea of studying Shakespeare (for example) but can get an English credit through another avenue, they are happy
- Dual enrollment courses are great. The flexibility of the administration to allow them. Our CTE center is a great asset. The culture of our area colleges, and we have 3 near by, is very positive towards early college experiences on their campus. Our location is great for that.
- The counselors are very helpful and supportive.
- Opens up opportunities not offered at the high school
- When students are invited it is reinforcement that we see these students as college students.
- We have a strong, well developed Advanced Placement Program. We have easy access to Bowdoin College and they are a fantastic partner with our school. We have relatively easy access to the Bath/Brunswick Campus. We try hard to make opportunities for "first generation" students.
- Allows for our students to get their feet wet with a college course and begin building their college transcript. Financially this helps because most of our participating students graduate with 6-9 college credits.
- Support from the Community college system. High school support for online courses is very good a well.
- No barriers, enthusiastic support.
- I think we have several small pockets of programming which work rather well.
- We have a very high functioning dual enrollment program with most of our upperclassman taking advantage of the courses. Students leave EA with college credits in their pocket which increases their confidence and their aspiration. The financial savings to them and their families is also significant.
- Having the courses here taught by adjunct college instructors. Scheduling class times so as not to interfere with extracurricular activities on a flexible schedule. Strong recruiting efforts by the guidance department. Having the school pay for all eligible students to take advantage of these courses.
- It allows students to begin college with some credits.
- The Early College for ME program is free to our students (we are allowed a certain number of

slots) and it targets the population that would not be able to afford our other options.

- The availability of several funding options, and a nearby college campus.
- It saves money for kids, if they can graduate already having college credit. It helps to motivate kids while they are still in high school. "Hey, I can do this!" It is also helpful for a kid to learn to navigate a college campus while only taking one or two courses, rather than a full load. Students transition easier after high school.
- Provide students with the opportunity to see what college is like, what courses are like, to reduce fear and anxiety, etc.
- Early college for Me has the follow up that ensures transition issues are addressed for first generation students. We do not have it here- I did at prior high schools where I have worked. Access to accuplacer is another strength of that program. For any of the programs - just the fact that students know they already have college credits- that they were indeed successful gives them the confidence to continue.
- All are no/low cost to students
- It has transformed this school. It is now more academic focused and aspirations of students have increased greatly. Our college admissions rate jumped from 52% in 2004 before dual enrollment started to above 80% in recent years.
- Raises aspirations of students and encourages students to seek post secondary educational opportunities. Makes college appear reachable for first generation college candidates.
- The huge impact the courses have had on the college going culture here is a strength. The willingness of the colleges to support the program and the high school students is a strength. Without that, we would not have much of a program. The support of the school administration and our school board for this program is also a strength. Students and parents see this as a positive use of student time and as an economic strength for many struggling families.
- It works very well for us because most of our students go on to 4 year colleges.
- Students have a fairly good selection of courses to choose from between the three institutions in our area. Our guidance office works closely with students to make schedules work for students.
- The greatest strength is access to the online courses. Also I think that having the mentoring has helped our students greatly because they know that someone is there encouraging them and cheering them on when times get tough.
- We have added more course offerings each year. Our faculty likes teaching the classes for the most part.
- The strength is our program allows students the opportunity to enter college with credits they were able to earn for little to no money. It encourages them that they are capable and helps them stand out within the college admission applicant pool. Another strength is that we as helping professionals understand their options and help to encourage them to consider them.
- We have a high number of students participating and they truly are taking the post-secondary course embedded in their high school CTE course. The dual enrollment opportunities keep increasing which makes the credits more transportable for students and they are free or inexpensive.
- Transition from high school to college easier as they are used to what the work load is for college classes. Also, the benefit of not having to pay for these classes.
- Students earned a total of 552 college credits for the 2010-2011 school year.
- Students learn that they can do it!
- great encouragement for students. let's them see that they can do the work, free, strengthens the connection between secondary and post secondary etc

Question 22 - What do you see as the challenges, or needing improvement?

All responses, unedited

- More education with faculty/community.
- We should be able to offer a higher number of credits and courses, especially for those students who take 2 years of our programs and receive certifications and licenses. It is difficult for our students because when they go to the community college they feel like they have to start over and it's very repetitive of what they have learned with us. We need to be able to offer more credits and the community colleges need to adjust their

offerings so that students who come in with credits don't have to wait for the next class in sequence to be available. We also want to offer more gen ed courses like math and English as well as establish agreements with 4 yr colleges.

- Improve tracking of students which provides data showing whether the student received credit once they entered college.
- Recent federal cuts to our Carl Perkins Federal Grant.
- Flexibility of traditional education systems (and instructors) to allow for optional opportunities for students.
- Scheduling both at high school and post secondary levels
- We need community college classes that are accessible here in our community. We would be happy to host them in our building. However, we need assistance and support from the community college system to make this work. We see what is happening in Brunswick, Augusta and Bangor for CC outpost programs and want those options to be available here. We would like assistance from any source to help make this happen.
- It is difficult to create a realistic "college environment" in a course taught on our campus. How do you make a course feel like a college course when it is taught on campus and by existing staff?
- online delivery lacks the interaction that is so important at the college level in many areas, especially the social sciences. Sometimes you just can't replicate the classroom.
- Again, we would like to establish more partnerships with more institutions.
- *Although we do a decent job in promotion, it is one of the many things that we do.
- Availability of post-secondary programs near our District.
- Funding, Transportation for all student interested, and training for teachers to offer dual credit.
- More flexible high school and college schedules.
- Rural transportation is a huge NEED!!!!!!!!!!!!!!
- An end to the four year standard for hs completion.
- If the goal is to offer courses to 'non-traditional, middle level' students, then make the courses available free of charge, and don't make the selection process so rigorous that these students are ineligible.
- I feel more students should be able to access if funding was not in the way.
- Scheduling, cost of books and supplies, students fees required by the college, and transportation.
- Our greatest challenge is working Early College classes into the students' schedules. The Aspirations Program is a tremendous asset because it covers the financial aspect. Transportation can sometimes be an issue, but we've had students carpool in the past.
- Getting parents on board and subsidy. It may sound ludicrous but sometimes a tech fee and a book are just too much for parents to see. If it is, we have tried to cover in our regular budget, but it seems to be more and more difficult. Hosting a class at the high school would be a really interesting proposal too....on campus for kids might make a difference in our rural community.
- The cost and times offered and locations.
- We need to be able to offer courses at our school. We were doing it with great success until it was no longer allowed.
- There is an access ceiling for dual enrollment courses taught in high schools due to staffing constraints. There will be new financial challenges as programs expand. There will be standards issues for both colleges and high schools. EPS formulas may need to be reconsidered because of enrollment caps colleges dictate to high schools. Better coordination, consistency and communication needs to be created between colleges and high schools. There are some who do not support the move to PSE opportunities in high school because of logistical concerns, cost, and the idea that we are taking our best and brightest out of the high school curriculum. This last idea is impacting the value/quality of the regular curriculum and hurting the students who do not access PSE opportunities.
- The challenges are that sometimes students want to take these classes but they aren't ready for the workload and quit. Also, some students aren't motivated enough to try even though they are capable.
- Many of our courses are already more challenging than college courses at state university campuses. College professors do not always connect well with the high school environment or student; the personal touch offered by high school teachers is

developmentally very important.

- The college schedules and high school schedules are often conflicting and it becomes difficult for some students to find classes that will fit as a result.
- Promoting the programs to our students. Working around scheduling conflicts.
- Guidance counselors are busy juggling a variety of tasks. It would be helpful to provide either a stipend to the counselor in charge of coordinating this effort or to hire a part-time or full-time coordinator.
- Parents and families need to get more involved and see the value of post-secondary education. Even if they see the value, many see college costs as astronomical and as a major barrier.
- Overall, the effort to make the high school experience more rigorous and relevant must continue and be reinforced by the community at large and the state.
- Allowing students to take online courses from UMA or the community colleges would increase participation-especially for students involved in athletics.
- Challenge would be if the gifted and talented coordinator did not continue. This would leave it to the guidance counselor and that may be more difficult for students to get the individual attention they now receive.
- Many of our students need to take some sort of remediation when entering post-secondary schools.
- More Saturday classes.
- Barriers currently created by policies and scheduling
- Prerequisites, age requirements, cost of books, transportation
- We need to improve the number of students who participate in Early College For Me - not enough students take advantage of this.
- Scheduling is the greatest challenge. Most of the classes are in the middle of the day.
- Our schedule is being changed. This will allow greater flexibility for students and, in turn, may allow more students to access early college options.
- Funding and Scheduling.
- Access, Access, Access!!!
- Cost, timing and not just Community Colleges- some 4 year colleges would be great.
- More teachers need to see the value. Right now the school covers all costs. This probably will not be possible in the future. Teachers think that AP is better, but our students are better equipped and focused on dual-enrollment.
- Too few students take advantage of the post-secondary program opportunity.
- Financing student participation is a challenge.
- -some students say that the college courses are easier than high school courses
- -TRANSPARENCY OF TESTING REQUIREMENTS FOR ADMISSION AND ESPECIALLY PLACEMENT
- -In an ideal world, I would love for colleges to provide high schools with information about which accepted kids had to take remedial courses....this would provide high schools with more concrete info about students' readiness after they are admitted. We tend to assume that they "will be just fine" once they have been accepted, but understanding their placement in credit bearing OR non-credit bearing courses would be very helpful.
- Support for the kids who take a course that would allow us to know their progress in a off campus college campus in case a positive intervention would help them to succeed better. Getting staff to drop some current offerings to replace them Dual Enrollment classes....it is hard to let go and change, but it would be to the benefit of our students.
- Funding to fill the gaps for some families in taking off campus college courses.
- Students who would profit from this are often already over scheduled. The local colleges are 11 miles away.
- scheduling around school bell schedule.
- I cannot offer these courses to students who do not meet the criteria. We have many students who have not been academic achievers for many reasons who might need the opening of the door. Who have not had anyone believe in their potential. I would like to be able to provide something to them.
- Transportation, finances, and "mind set" of many "first generation" students and their parents.
- Finances - if Aspirations/Academ-E funding is no long available, our students generally do not take the course as they are unable to fund the tuition. Often times availability of

classes with either location or students physical schedule makes it difficult for students take post-secondary

- If we had a position assigned to overseeing all these options for students, supporting and overseeing their progress, communicating with colleges, online providers and parents, we could grow the volume and success of students in these courses.
- Funding, staff resources, greater collaboration, programming for full range of students.
- Education for high school and post-secondary personnel on the benefits of establishing collaborative relationships and implementing seamless programs which all students have access to.
- Training more staff to become instructors. Aligning curriculum to offer more high school/college classes for credit from each institution available. Funding to train teachers to teach college classes and assist with on-line courses.
- If we offer a dual enrolled program in a trades area (ex. electrical), the instructor does not need a master's degree to teach the subject area. However, our Early Childhood Education instructor must have a master's degree, and in any other academic area as well. I feel that our instructors are capable and certified through the State of Maine to teach. I would like to see that barrier eliminated so that we can increase our offerings to students.
- The cost is the primary challenge. I would like to see programs that are more inclusive.
- Making more students aware...having them buy into it.
- I am new to this, so I am not completely sure. As stated, the minimum Acuplacer can be problematic for some kids, but I do see the college's need for them. Otherwise, some kids may be set up for failure, thereby ending the chance that they will ever go back.
- Transportation, direct liaison for the student to get them to the campus, help them with all of the nitty gritty details of computer access, how to use Blackboard, what to do and where to go if there is a problem, make sure they are doing the work, etc.
- More flexibility for schools who are a long way from a campus
- Access for EVERY school in Maine to the Early college for Me program
- Transportation is the biggest challenge. Promoting these opportunities is also a challenge.
- Teachers need an incentive to obtain higher credentials. Our school is challenged with a reduced budget each year, thus eliminating programs, rather than expanding them.
- Support from home. Transportation. CONVENIENCE.
- Better coordination at the college level in terms of credit awards. Better financial support of teachers and colleges to continue to allow this to grow. Further education of teachers can only provide better teaching in both the high school and the dual enrollment programs. This is a win/win situation for the students and families and our economy in Maine. My greatest concern is that the colleges will not longer support this because of their financial issues. When kids take college courses at the high school, they are not paying the colleges for the courses. That doesn't seem to be a problem right now because the colleges are over enrolled but it could be an issue in the future. Right now, the colleges have to absorb the extraneous costs of clerical support and support of their dual enrollment coordinator with not financial reimbursement from the high school level.
- We don't presently have the dual enrollment options for students so that might be an area we could explore.
- At times, families are unable to pick up costs associated with these courses.
- As I said earlier, math is very hard for students to learn online. Our students do not do well on the ACCUPLACER in math traditionally, so we had hoped that by taking College Algebra in high school, students would be able to work with our high school math teacher as well as the college professor. That did not happen and our students had to withdraw. Therefore, having a dual enrollment teacher at the high school would benefit us greatly.
- More education with faculty/community.
- We should be able to offer a higher number of credits and courses, especially for those students who take 2 years of our programs and receive certifications and licenses. It is difficult for our students because when they go to the community college they feel like they have to start over and it's very repetitive of what they have learned with us. We need to be able to offer more credits and the community colleges need to adjust their offerings so that students who come in with credits don't have to wait for the next class in sequence to be available. We also want to offer more gen ed courses like math and English as well as establish agreements with 4 yr colleges.

- Improve tracking of students which provides data showing whether the student received credit once they entered college.
- Recent federal cuts to our Carl Perkins Federal Grant.
- Flexibility of traditional education systems (and instructors) to allow for optional opportunities for students.
- Scheduling both at high school and post secondary levels

Question 23 - Additional comments or suggestions

All responses, unedited

- Our Dual College Credit Agreements have established great partnerships with CMCC, EMCC, KVCC, and NMCC.
- Need to include the 27 vocational/CTE schools when collecting data. Articulation agreements with post-secondary institutions have been going on for years and have greatly expanded in recent years.
- Liberal arts courses are great for students but there is a desperate need for skills training for students in diverse areas from health care to manufacturing, from child care to electrical and plumbing. We very much need to have these options available for members of the mid-coast communities.
- I found this survey on the Commissioners weekly update....I think you are missing learning about the postsecondary opportunities students have at Career and Technical Centers. Career and Technical Education Federal Perkins funding requires Career and Technical Centers to have a 40% of programs involved in articulations and dual enrollments. I think to get a better picture of opportunities available to high school students, you need to examine this info as well. For example, a student in our auto tech program can earn up to 12 credits from Central Maine Community College by taking our program.
- I realize this survey was sent to high school principals and guidance counselors and that as a technical school director my responses might skew the results. However, CTE is a major pathway for students to pursue post-secondary opportunities and should not be forgotten.
- It encourages many students to attend post- secondary opportunities that otherwise might be hesitant
- We are like cheerleaders for this program. I personally have five daughters that have graduated from college and know the benefits. No kid can escape my enthusiasm for the program ---- thank God for it and for those who are supporting it!
- I would like to see our AP classes increase and our teachers be required and get training on how to present these classes. I think on-line learning is going to grow and would like to see more classes available to our students for on-line.. . even classes such as language.
- No further comments.
- Funding through the SLC grant expanded our capacity to make these changes. We had a school coach who helped us maintain our focus...despite a tough economy. Many of these programs (start-up and implementation) do take time and money.
- It would be helpful if we could increase the number of articulation agreements with SMCC. When students participate in these articulation programs, transportation is a major barrier. The number of Bonny Eagle students who participate in vocational programs at PATHS and Westbrook have increased significantly. However, the time that it takes them to travel from Standish to Westbrook and Portland negatively impacts instructional and classroom time.
- I believe that students who take advantage of these opportunities are at an advantage when they move on to their own post-secondary plan.
- The physical structure of our school does not support the integration of high school and post-secondary opportunities; especially with CTE.
- A more unified approach to course offerings and transferability for all colleges throughout the Maine college system.
- I would just like to note that when I answered the question regarding the percentage of students who participate in the beginning, I was going by those who participate in Early College for ME or who utilize dual enrollment - articulation agreement percentages would be much higher.
- We would be willing to serve as a pilot school for any type of early post-secondary opportunities for our students.
- I will share that my students who take online classes are not wild about them. While I think they

are important to offer, our students have been most successful when they have had a personal experience on a college campus.

- As an aside, graduate programs that prepare and certify School Counselors in Maine should require some sort of Postsecondary and/or Financial Aid course. I THINK the focus of this course should be on helping first generation and/or lower SES students navigate the postsecondary process.
- I am thrilled that you have provided a survey for people to complete. Thanks for doing this.
Lisa Hallen
- As more of our students take courses online or at the college sites, the news travels and more students take advantage of it. This year we have more students taking college courses than the previous several years. We also should create brochures that show the tuition cost savings of taking a college course in high school, of taking a dual enrollment class and of taking an AP course and earning a 3,4,5. Families and school boards would respond to the money that can be saved. Online courses via colleges are best if they have established times to complete the work at the originating high school and if the high school has a sense of their progress. The top students can do these courses without support but the next tier down that we are trying to reach, need more support for success in online college courses that require significant time management.
- I think early college opportunities are an excellent way for "first generation" students to be able to envision themselves obtaining a post-secondary degree.
- Please feel free to contact me with questions or if you need additional feedback.
- I've completed this survey from the perspective of a Tech Center Guidance Counselor, new to this school, and therefore, my responses should not be considered comprehensively reflective of Caribou High School.
- I believe that the Caribou Tech Center would be interested in expanding post-secondary opportunities with some guidance from your task force. We would be particularly interested in opportunities that are tailored to our CTE students... eg. offering a community college level Applied or Technical Math class to our students.
- Every community college has its own requirements, accuplacer score cut offs and processes for handling dual enrollments. I feel that they should be required to formulate a consistent plan for working with high schools.
- This is so important!!! We need these early college programs to be increased. But there needs to be funding to make it happen.
- I would like to suggest that this type of program could be expanded for students who may be looking at trades/technical careers and who will not present as strong academic students. Having technical math and technical English along with other entry level trade courses would be an excellent way to capture another group of students who may be more likely to drop out of high school and/or never consider the feasibility of a college education. I would like to see the concept of an early college high school program that allows an Associate Degree to be earned by the end of the 4th year in high school. We have a lot of students who could benefit from that concept and there are many models in existence in the United States. I would like to see high school calendar schedules be changed to be similar to college schedules even though that would lengthen the high school day. I think there are many ways to think outside the current box that we are in when it comes to this topic. Thank-you.
- I know that AP is probably not the typical "early college" program, yet enrollment in those courses have show increased performance in college, so I think it is a great program to have at our school. The number of students involved is about 75-80% of each senior class.
- I think that the tuition waiver program has been great for us. By offering online courses, our students are able to take college classes (of their own choice) while still being in their high school building.
- I am grateful for the funding the state and colleges have provided in support of this initiative for students.
- I am glad you are looking into this very important initiative. As an educator and guidance counselor as well as a mother of two school age children, I applaud the State's efforts to offer more post-seondary opportunities for high school students at a low cost and that will count toward high school requirements.
- Our Dual College Credit Agreements have established great partnerships with CMCC, EMCC, KVCC, and NMCC.
- Need to include the 27 vocational/CTE schools when collecting data. Articulation agreements with post-secondary institutions has been going on for years and has greatly expanded in recent years.